STATE BOARD OF EDUCATION MEETING
December 18, 2024
Office of the State Board of Education
650 West State Street, Suite 307
Boise, ID 83720

Public Streaming: https://www.youtube.com/channel/UC7j4VGGyNzPa6g6a-zVTHnA

Wednesday, December 18, 2024 – 9:00 am (Mountain Time)

EXECUTIVE SESSION – (Closed to the Public)

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

BOARDWORK

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

CONSENT

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Retirement Plan Committee – Idaho State Board of Education (Board) Updates to Optional Retirement Plan (ORP) 401(a) and Supplemental Plan 403(b) Amendments – Action Item
2. Boise State University – Employment Agreement for Athletic Director Jeramiah Dickey – Action Item
3. Boise State University – Employment Agreement for Head Softball Coach Justin Shults – Action Item
4. Boise State University – Employment Contract for Head Women's Basketball Coach Gordon Presnell – Action Item
5. University of Idaho – Renewal by amendment of existing retail lease for Vandal Store in Boise – Action Item
6. University of Idaho – Renewal of existing farm lease for UI College of Agricultural and Life Science's Aberdeen Research and Extension Center – Action Item
7. University of Idaho – Renewal of existing lease at UI Research Park in Post Falls for American Wagyu Association – Action Item
8. University of Idaho – Renewal of Existing Lease at UI Research Park in Post Falls for Sun Tropics – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

9. Boise State University – Generative AI in Education Graduate Certificate Online Program Fee – Action Item
10. Higher Education Research Council Reappointment – Action Item

IDAHO DEPARTMENT OF EDUCATION

11. Emergency Provisional Certificate Recommendations – Action Item

OPEN FORUM

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY2024 Financial Statement Audits by CliftonLarsenAllen, LLP – Action Item
2. Boise State University – Authorization for issuance of 2025A General Revenue Project and Refunding Bonds – Action Item
3. Idaho State University – Magnuson Alumni House Sale – Action Item
4. Idaho State University – Campus Master Plan Update – Action Item
5. University of Idaho - Interim Financing for Housing Project – Action Item
6. University of Idaho – Restructuring of Strategic Initiatives Fund – Action
7. Boise State University – Athletic Conference Litigation – Action Item

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's Update – Discussion Item
2. Proposed Division of Mountain View School District #244 – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. University of Idaho – Doctor of Philosophy in Cybersecurity – Action Item
2. Board Resolutions on DEI Ideology; Governance; and Freedom of Expression in Higher Education – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Board Policy I.M. – Annual Planning and Reporting – First Reading – Action Item
2. Request to Approve Principal Registered Apprenticeship Standards – Action Item
3. Request to Approve New Early Literacy Endorsement Program Application for Idaho State University – Action Item
4. Idaho Division of Vocational Rehabilitation Update – Discussion Item

WORK SESSION

PLANNING, POLICY AND GOVERNMENT AFFAIRS

1. K-20 Strategic Planning Discussion – Discussion Item

INFORMATIONAL

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. College/Universities - Financial Ratios Annual Report
2. College/Universities - Net Position Balances Annual Report

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

3. Report to the Legislature on Senate Concurrent Resolution 111 - Veterinarians

PLANNING, POLICY AND GOVERNMENT AFFAIRS

4. Commission for Education Excellence Annual Report
5. Educator Preparation Provider Program Annual Reports
6. State Mandated Evaluation Annual Report
7. Federal Title II Programs that Prepare Teachers Annual Report
8. Educator Pipeline Annual Report
9. Annual Empowering Parents Program Report
10. Idaho Division of Vocational Rehabilitation (IDVR) Annual Report
11. OSBE College and Career Readiness Team Annual Report

IDAHO DEPARTMENT OF EDUCATION

12. Advanced Opportunities Annual Report
13. English Language Learners Annual Report
14. Elementary, Secondary Accreditation Annual Report 2024, Cognia
15. Notification of Schools Approved to Operate with Less Than Ten (10) Students Reported in Average Daily Attendance Annual Report

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 208-332-1571. If you wish to speak at Open Forum the deadline to sign up to speak is 3:00 pm (MT), December 16, 2024. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

STATE BOARD OF EDUCATION
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BOARDWORK
DECEMBER 18, 2024

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1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION
I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION
I move to approve the minutes for the October 16-17, 2024 Regular Board Meeting and the November 21, 2024 Special Board Meeting.

3. Rolling Calendar

BOARD ACTION
I move to set December 17, 2025, as the date for the December 2025 regularly scheduled Board Meeting, to occur via videoconference originating from the Office of the State Board of Education in Boise.

DRAFT Minutes October 16-17, 2024

STATE BOARD OF EDUCATION MEETING
October 16-17, 2024
Lewis-Clark State College
Williams Conference Center
801-899 4th Street Lewiston, ID 83501

A regular meeting of the Idaho State Board of Education was held at Lewis-Clark State College on October 16 and 17, 2024. Board Vice President Wiliam G. Gilbert, Jr., called the meeting to order at 9:00 a.m. (PT).

Present
Dr. Linda Clark, President (virtual)
William G. Gilbert, Jr., Vice-President
Superintendent Debbie Critchfield, Secretary
Shawn Keough
Kurt Liebich
Cally Roach
Cindy Siddoway

Absent
None

Wednesday, October 16, 2024 – 9:00 a.m. (Pacific Time)

BOARDWORK
1. Agenda Review and Approval – Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the agenda as posted. A voice vote was taken and the motion carried 7-0.

2. Minutes Review and Approval – Action Item

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve the minutes for the August 21, 2024 Regular Board meeting. A voice vote was taken and the motion carried 7-0.

3. Rolling Calendar – Action Item

DRAFT Minutes October 16-17, 2024

BOARD ACTION
M/S (Liebich / Keough) I move to set October 15-16, 2025, as the date for the October 2025 regularly scheduled Board Meeting. A voice vote was taken and the motion carried 7-0.

CONSENT

BAHR

1. Idaho State University – Online Program Fee for BA in Blended Early Childhood Education and BA/BS in Secondary Education – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to approve the request by Idaho State University to add an online program fee of $297.00 per credit to the online BA in Blended Early Childhood Education and BA/BS in Secondary Education. A voice vote was taken and the motion carried 7-0.

2. Idaho State University – City of Meridian Development Agreement – Idaho State University (H-2024-0027) – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to approve the request by Idaho State University to authorize execution of a development agreement with the City of Meridian, in substantial conformance as submitted in Attachment 1, and to authorize cost & source of funding if applicable. A voice vote was taken and the motion carried 7-0.

3. University of Idaho – Renewal of Existing Office Lease for UI College of Agricultural and Life Science's Extension Program in Custer County – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to approve the request by the University of Idaho for authority to enter into a lease with Challis Rentals in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents. A voice vote was taken and the motion carried 7-0.

4. University of Idaho – Site Lease of Approximately 0.58 Acres to Red Star Coffee Company – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to approve the University's Associate Vice President for Budget and Planning to 1) execute the attached Site Lease in substantial consistency with the draft submitted, and 2) execute related documents anticipated by that lease. A voice vote was taken and the motion carried 7-0.

5. Boise State University – Elsevier Subscription Agreement (Science Direct) – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to approve the request by Boise State University to enter into a five-year subscription agreement with Elsevier B.V., in substantial conformance with Attachment 1. A voice vote was taken and the motion carried 7-0.

PPGA

6. Idaho State Rehabilitation Council Appointments Request – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to appoint Clay Long as a representative of the Workforce Development Council for a three-year term, effective immediately through October 18, 2027. A voice vote was taken and the motion carried 7-0.

AND

M/S (Liebich / Roach) I move to appoint Feather Holt as a representative of American Indian Vocational Rehabilitation Services for a three-year term, effective immediately through October 18, 2027. A voice vote was taken and the motion carried 7-0.

AND

M/S (Liebich / Roach) I move to appoint Linda Thomas as a representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act, effective immediately through October 18, 2027. A voice vote was taken and the motion carried 7-0.

AND

M/S (Liebich / Roach) I move to re-appoint Jami Thomas as a representative of a Statewide Independent Living Council established pursuant to section 682(a) of the Individuals with Disabilities Education Act, effective immediately through October 18, 2027. A voice vote was taken and the motion carried 7-0.

7. Request to Waive the Three-Year Limit on an Interim Limited Occupational Specialist Certification – Action Item

DRAFT Minutes October 16-17, 2024

BOARD ACTION
M/S (Liebich / Roach) I move to approve the request by the Division of Career Technical Education to waive the three-year limit of the interim certificate in IDAPA 08.02.02.015.04.c.ii for one year for Rick Stimpson. A voice vote was taken and the motion carried 7-0.

IDE

8. Emergency Provisional Certificates Recommendations – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-11 as presented above, effective for the 2024-2025 school year only, and pending a clear background check. A voice vote was taken, and the motion carried 7-0.

LEWIS CLARK STATE COLLEGE BOARD OF TRUSTEES

LEWIS CLARK STATE COLLEGE COMMUNITY FORUM

1. Lewis Clark State College Employees address the Board – Chris Moore (LCSC Foundation), Peter Remien (Faculty Senate), Vikki Swift-Raymond (PSO), Kalene Eilers (CSO), April Niemala (Teacher Ed), Ronnie Palmer (Athletics), and Travis Myklebust (CTE) – 45 min

Vice President Bill Gilbert commended LCSC on the espirit de corps that is evident on campus, and asked the panel about their thoughts on the ability to sustain that special culture amongst faculty and staff. Faculty and staff members stated that LCSC's small class sizes, post-pandemic initiatives aimed at student engagement, and collaboration amongst staff and students were key to maintaining their special culture.

Superintendent Critchfield asked the panel about their thoughts about where they see LCSC five to ten years from now. Faculty and staff members stated that they want to stay small and maintain close relationships between faculty and students, and stay innovative as LCSC seeks to compare its offerings against those of larger institutions.

Board Member Roach asked how foundation funds are distributed and prioritized. The answer was that most flow to students in scholarships, particularly through their Foundation Scholars program, and the vision is to kickoff a new fundraising campaign in next year.

Board Member Liebich asked about the preparation level of students arriving at LCSC. Faculty and staff members commented that the open admissions policy leads to a large range of student preparation, but pandemic disruptions appear to be minimal. Additionally, they stated that turning in assignments late seems to be accepted

universally in K-12, so faculty are holding students accountable and training students to be good employees for the workforce.

Board Member Siddoway asked about the impact of AI and what faculty are seeing in the classroom. Faculty and staff members stated that close relationships with students allow faculty to understand writing styles of students, and that mitigates some of the negative outcomes from AI use. They also stated that AI is viewed as a powerful tool, but we also have a society that values shortcuts.

Vice President Gilbert asked about the biggest challenges facing the institution, and the challenges of staff and faculty to perform their role. Faculty and staff members mentioned that program funding is limiting the ability of some programs to grow, salary competition with other institutions is a challenge, and the changing landscape within college athletics and NIL is having an impact.

Board member Liebich asked about mental health on campus. Faculty and staff members commented that they have seen a significant increase in mental health concerns, but LCSC has several forums for discussing student concerns and threat assessments to stay informed and be able to address concerns early

Board member Siddoway complimented LCSC for always working as a team.

Vice President Gilbert asked the panel if there is anything more that the Board can do, and one faculty member stated that the Board should support the initiatives that President Pemberton is bringing forward.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Lewis Clark State College Annual Report – Information Item

President Pemberton presented on enrollment trends, strategic enrollment initiatives (CTE enrollment growth, prison education, and healthcare immersive learning lab), and the unique value proposition of LCSC.

LEWIS CLARK STATE COLLEGE COMMUNITY FORUM

2. Lewis Clark State College Students address the Board

Board Member Liebich asked the students if they feel that they were prepared for college by their Idaho high school. Students stated that their high school career services (resume, mock interviews) were helpful, and the AVID program was helpful (applying to college, applying for scholarships).

Board Member Liebich mentioned how important the soft skills are to student success.

Vice President Gilbert asked about what prompted students to become engaged in the college campus. Students cited teachers creating opportunities or referring students to opportunities, advisors presenting great opportunities to students, CTE students benefiting from their teachers connecting students with career opportunities, and athletic coaches encouraging student-athletes to get involved in the campus community.

Superintendent Critchfield asked if students felt encouraged to engage in the career exploration process in high school. There was no answer, and Superintendent Critchfield stated that the looks on their faces answered the question.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.Z. Postsecondary Program Planning and Delivery – Second Reading – Action Item

Board Member Liebich asked about the level of support coming from the institutions. Board Member Roach mentioned that there are some concerns, but that there is the flexibility to continue to refine the policy. TJ Bliss added that the provosts have been heavily involved in the process, and that there are open lines of communication to identify future concerns.

President Clark thanked Board Member Roach for the committee's work, reiterated that this policy needs to be viewed as a work in progress, and stated that the Board will continue to refine as needed to maximize access for Idaho students.

TJ Bliss stated that they removed prescriptive steps and focused more on the process.

BOARD ACTION

M/S (Roach / Keough) I move to approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses, as submitted in Attachment 1. A voice vote was taken and the motion carried 7-0.

The board entered a recess for lunch and campus tour at 11:20 am PT.

The board resumed the meeting at 1:30 pm PT.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy V.Q. – Residency for Tuition Purposes – Second Reading – Action Item

BOARD ACTION

M/S (Liebich / Clark) I move to approve the second reading of proposed amendments to Board policy V.Q. as presented in Attachment 1. A voice vote was taken and the motion carried 7-0.

2. Board Policy V.T. – Fee Waivers – Second Reading – Action Item

BOARD ACTION
M/S (Liebich / Roach) I move to approve the second reading of proposed amendments to Board policy V.T., Fee Waivers, as presented in Attachment 1. A voice vote was taken, and the motion carried 7-0.

3. Board Policy V.Y. – Financial Misconduct – Second Reading – Action Item

BOARD ACTION
M/S (Liebich / Keough) I move to approve the second reading of new Board Policy V. Subsection Y. as presented in Attachment 1. A voice vote was taken, and the motion carried 7-0.

4. Boise State University – Reimbursement Resolution, North End Zone Expansion – Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the request by Boise State University for authority to use future bond proceeds to reimburse construction expenditures of the North End Zone Expansion, and further approve the Resolution of the Idaho State Board of Education regarding the same, as set forth in Attachment 1 to the materials submitted to the Board. A roll call vote was taken, and the motion carried 7-0.

5. Boise State University – Amendment to Learfield Multi-Media Rights Agreement – Action Item

Board Member Liebich asked how the conference change to the PAC-12 impacted the negotiation around this agreement. The panel answered that there was not a significant impact.

Board Member Roach asked if the 11-year extension is typical. The panel answered that this type of extension is typical.

President Clark asked what protections are in place for Boise State University. Matt Wilde stated that Boise State University has adopted a more robust review and approval process.

Board Member Liebich asked about revenue sharing agreement comparisons with other Power 5 institutions. The panel commented that this is a comparable agreement with even some significant advantages over larger institutions.

BOARD ACTION
M/S (Liebich / Roach) I move to approve the request by Boise State University to enter into the Fourth Amendment to the Learfield Communications, Inc. agreement in substantial conformance with Attachment 1 hereof. A voice vote was taken, and the motion carried 7-0.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Board Policy Bylaws – Second Reading – Action Item

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve the second reading of Board Policy Bylaws as submitted in Attachment 2. A voice vote was taken, and the motion carried 7-0.

3. Board Policy I.E. – Executive Officers – Second Reading – Action Item

Board Member Roach stated that the policy does not clearly define the term “Chief Executive Officer”.

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve the second reading of proposed amendments to Board Policy Section I.E. Executive Officers, as submitted in Attachment 2. A voice vote was taken, and the motion carried 7-0.

4. Board Policy VII.D. – Idaho Quality Program Standards – Second Reading – Action Item

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve the Idaho Quality Program Standards as provided in Attachment 1. A voice vote was taken, and the motion carried 7-0.

AND

M/S (Liebich / Critchfield) I move to approve the second reading of proposed amendments to Board Policy VII.D. as provided in Attachment 2. A voice vote was taken, and the motion carried 7-0.

5. Boise State University, CTE Educator Preparation Cybersecurity Program – Action Item

BOARD ACTION
M/S (Liebich / Clark) I move to adopt the recommendation by the Division of Career Technical Education to approve Boise State University's proposed Cybersecurity CTE educator preparation program for the purpose of career technical instructional staff certification as presented in Attachment 1. A voice vote was taken, and the motion carried 7-0.

6. STEM Action Center – Request for Approval of Application Requirements for STEM School Designation – Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the application requirements for Idaho STEM School Designation as presented in Attachment 1. A voice vote was taken, and the motion carried 7-0.

WORK SESSION

PPGA

A. Public Education System – Performance Reporting – Information Item

Board Member Liebich outlined the Board's critical strategic function of driving action through the Strategic Plan, and his desire for the performance measures that the Board requires to be reported by the institutions align with and support the Strategic Plan.

Jenn Thompson set the stage for the December Regular Board Meeting work session. She summarized the reduction in performance measures, summarized the timeline associated with four Board decision points each year, displayed where performance reports are posted online with DFM, and provided rationale for separating systemwide measures and DFM performance measures to provide our institutions with more flexibility in their capacity

Board Member Liebich commented that local school boards have to adopt the same K-12 priorities as the Board if we are ever going to see improvement.

Superintendent Critchfield added that she and Senator Lent worked on legislation that ultimately failed that would have required training for all school board members, including training on utilizing data. She added that she would be working on this same legislation during the 2025 Legislative Session. She stated the importance of having highly trained school board members and superintendents in order to drive performance.

Vice President Gilbert asked why the Board should not remove barriers in giving institutions more flexibility in measuring their success.

President Pemberton summarized the critical metrics that LCSC uses to measure performance with a business mindset.

Vice President Gilbert asked the other four-year institution presidents to approach the Board to ask how giving them more flexibility in reporting would impact their reporting. President Tromp mentioned graduation rates, President Green spoke about research, job placement, ability to earn a living wage, and President Wagner mentioned strategic opportunities and standard improvement outcome metrics.

Superintendent Critchfield stated that she would like the institution presidents driving the metrics that they report.

Community College presidents were then asked to approach the Board about their thoughts. President Swayne mentioned the desire to count transfer and graduation rates equally for the community colleges, and President Fisher spoke about job placement being the ultimate goal.

Board Member Liebich recommended starting with a clean slate and asking the institutions to provide the metrics that they use to measure performance to the Board.

Superintendent Critchfield stated that a change in statute and DFM process is also an option.

Jenn Thompson recommended a simple but significant language change to remove the word “all” in Board policy.

President Tromp added that the higher education landscape is changing rapidly, and measuring innovation can often benefit from a narrative approach.

Board Member Keough recommended that the Board investigate the applicable statute more.

Board Member Liebich concluded the work session.

The Board recessed at 3:22 pm PT.

Thursday, October 17, 2024 – 9:00 a.m. (Pacific Time)

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent’s Update (K-12) – Information Item

Superintendent Critchfield started her remarks by mentioning that enrollment is flat or declining in much of the State, and the 2.6% increase in the budget request reflects that

reality. She spoke briefly about the concept of stackable funding mechanisms that are being considered. She also stated the need to updating the student transportation formula to a flat reimbursement rate, and recommended a statewide transportation software implementation. She also outlined some details around the $3 million Vulnerable Students Fund to serve high need students. She concluded her comments by highlighting the professional learning communities being stood up around teacher training, and the utilization of data, as well as a quick update on the RFPs for IRI and the State Report Card.

President Clark commented that she fully supports the Superintendent's budget proposal.

Board Member Liebich asked if we know what is driving the decline in public school students. Superintendent Critchfield cited in-migration dynamics, birth rate, and cost of living in Boise.

Board Member Roach asked about tracking the number of homeschooled students. Superintendent Critchfield commented that we only have estimates since homeschooling is not regulated by the State.

Board Member Liebich asked if there is a forum for districts to reduce fixed costs and collaborate to find ways to use existing structures.

Superintendent Critchfield commented on the School Modernization Fund (HB 521), and IDE's efforts in helping districts make good decisions with their facilities projects.

Superintendent Critchfield talked about the need to equip administrators and school leaders. She summarized the challenge that administrators can make more being a teacher, and to potentially revisit how we view out-of-state credentials.

Superintendent Critchfield stated that the RFP for IRI was re-started, and the hope is to have the process concluded by January 2025.

2. Assessment Item Review Committee Recommendations – Information Item

No recommendations for question removal were submitted during this review session.

3. Proposed Adoption of WIDA Alternate ACCESS Achievement Level Standards and WIDA Alternate ACCESS Achievement Level Descriptors as part of the English Language Proficiency Assessment Achievement Standards – Action Item

BOARD ACTION

DRAFT Minutes October 16-17, 2024

M/S (Critchfield / Keough) I move to approve the request by the Department of Education to adopt the 2024 revised WIDA Alternate ACCESS Achievement Level Descriptors and the 2024 revised WIDA Alternate ACCESS Achievement Level Standards as presented in Attachments 1 and 2. A voice vote was taken, and the motion carried 7-0.

WORK SESSION

BAHR

B. NCAA Name Image Likeness (NIL) Settlement – Impact on Idaho Institutions – Information Item

Executive Director Joshua Whitworth began the work session by summarizing how NIL is continuing to change the institution landscape. Vice President Gilbert commented that the impacts are different to each institution.

Pauline Thiros and Vice President Gilbert commented that the Board needs to avoid making it more difficult for institutions to manage NIL.

Pauline Thiros summarized the disproportionate impact of the NIL Settlement on non-Power 4 institutions, but also the necessity of the settlement. She added that there will be advertising everywhere in the new environment, and there will be more requests for naming rights than ever before. She mentioned that each institution much opt-in or opt-out of different provisions of the settlement, and that flexibility, legislative advocacy, and open-mindedness will be critical moving forward.

Jeramiah Dickey commented that Boise State University is sitting in a very good position and will opt-in to the settlement. Bronco Pro will be an organization under the Boise State University Foundation.

Terry Gawlik stated her priorities are education, opportunity, and student athlete experience. She reiterated that the environment is changing daily.

Board Member Liebich asked about whether collectives will have to comply with Title IX. Jeramiah Dickey talked about that institutions do not have clarity on this yet because revenue comes in primarily through football and men's basketball.

Board Member Roach proposed that the Board may need revise policy in response to the changing landscape of college athletics.

Superintendent Critchfield asked if there is required training or counseling that happens when an athlete enters an NIL deal. Jeramiah Dickey summarized the educational opportunities that Boise State University implements to walk athletes through the

process. Pauline Thiros said Idaho State University does a similar educational process, and the Bengal Exchange helps protect athletes

Superintendent Critchfield asked for an explanation for why smaller institutions are being disproportionately penalized under the proposed settlement. Pauline Thiros said that it is simply because there are a larger number of smaller conferences.

Superintendent Critchfield asked if it made sense to reinstate the Athletics Committee of the Board. Vice President Gilbert said that BAHR can provide that function. Board Member Liebich stated that he agreed with Vice President Gilbert and that the Board should trust the leadership teams at the institutions and hold them accountable.

Executive Director Whitworth stated that he is working with the Athletic Directors to discuss with the NCAA about achieving a more equitable distribution of settlement impacts.

Board Member Liebich asked about the timing of the settlement and the opt-in requirement. Terry Gawlik stated that we should avoid any situation where we have student-athletes as employees at our institutions. Board Member Liebich and Vice President Gilbert stated that the Board will need another update from the Athletic Directors at a future board meeting.

IRSA

C. Generative Artificial Intelligence in Higher Education – Information Item

The panel began by providing the teaching and learning insights that AI is beneficial in augmenting and supporting learning, not automating and replacing learning. They added that access and privacy are two of the primary challenges currently.

In terms of AI tools at Idaho Institutions, the panel referred to the “Big Five” (ChatGPT, Claude, Gemini – BSU, ISU, CoPilot – CWI, Meta Lama). They stated that the primary considerations around which tool to use are paid vs free models and training data.

The panel stated that the biggest AI impacts in the classroom so far have been in english writing courses and nursing courses (electronic health records, documentation tools).

Board Member Roach asked if we need to begin looking at policy around privacy and confidentiality concerns, and Board Member Liebich asked if institutions have their own usage policies.

President Clark mentioned that we need more updates before a Board policy could be contemplated

Superintendent Critchfield remarked that AI is a unique challenge because teachers are learning at the same time as students. Board Member Liebich asked Superintendent Critchfield how she is addressing this challenge at the K-12 level. Superintendent Critchfield stated that districts are implementing policies, and IDE is looking at graduation requirements and other items.

Board Member Liebich commented that the business world is aggressively implementing AI because of the productivity benefits, and so we must teach our students how to leverage this technology.

Executive Director Whitworth commented that we must embrace the challenge of helping students understand the technology, and asked about the interoperability of the different models. Liza Long stated that there are definitely differences in the capabilities of the different models, and so students must be trained in those different benefits and weaknesses

INFORMATIONAL

IDE

1. Professional Standards Commission Annual Report – Information Item

BOARD ACTION

M/S (Roach / Siddoway) I move to adjourn the meeting at 11:40 am (PT). A voice vote was taken, and the motion carried 7-0.

DRAFT Minutes November 21, 2024

Special Board Meeting
November 21, 2024
Idaho State Board of Education
OSBE Conference Room
650 West State Street,
Suite 307
Boise, ID 83720

Thursday, November 21, 2024 – 1:00 pm (Mountain Time)

A special meeting of the Idaho State Board of Education was held at the Office of the State Board of Education on November 21, 2024. President Linda Clark called the meeting to order at 1:00 pm (MT).

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

Absent
None

After calling the meeting to order, President Linda Clark introduced new board member, David Turnbull, and mentioned that he will serve on both the IRSA and BAHR committees. President Clark thanked Cindy Siddoway for agreeing to chair the Comprehensive Math Plan Development Committee. Additionally, she thanked Shawn Keough for agreeing to be the chair of the Audit, Risk, and Compliance Committee, as well as the Board's representative to the Idaho Regional Optical Network (IRON).

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

1. Convene into Executive Session

DRAFT Minutes November 21, 2024

BOARD ACTION
M/S (Liebich / Roach) I move that the Board, pursuant to Idaho Code § 74-206(1)(f), convene into Executive Session "to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated." A roll call vote was taken and the motion carried 8 - 0. The Board convened into Executive Session at 1:05 pm MT. The Board reconvened at 1:40 pm MT.

Upon return from Executive Session, Board President Dr. Linda Clark stated that "the Board concluded its discussion and took no action on the matter discussed."

CONSENT

1. Pending Rule – Docket No. 08-0111-2401, Registration of Postsecondary Educational Institutions and Proprietary Schools – Action item

BOARD ACTION
M/S (Liebich / Roach) I move to approve pending rule – Docket 08-0111-2401, as submitted in Attachment 2. A voice vote was taken and the motion carried 8 – 0.

2. Pending Rule – Docket No. 08-0113-2401, Rules Governing The Opportunity Scholarship Program – Action item

BOARD ACTION
M/S (Liebich / Roach) I move to approve pending rule – Docket 08-0113-2401, as submitted in Attachment 2. A voice vote was taken and the motion carried 8 – 0.

3. Pending Rule – Docket No. 08-0201-2401, Rules Governing Administration – Action item

BOARD ACTION
M/S (Liebich / Roach) I move to approve pending rule – Docket 08-0201-2401, as submitted in Attachment 2. A voice vote was taken and the motion carried 8 – 0.

4. Pending Rule – Docket No. 08-0202-2401, Rules Governing Uniformity – Action item

BOARD ACTION
M/S (Liebich / Roach I move to approve pending rule – Docket 08-0202-2401, as submitted in Attachment 2. A voice vote was taken and the motion carried 8 – 0.

5. Pending Rule – Docket No. 08-0401-2401, Rules of The Idaho Digital Learning Academy – Action item

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BOARD ACTION
M/S (Liebich / Roach) I move to approve pending rule – Docket Number 08-0401-2401, as submitted in Attachment 2. A voice vote was taken and the motion carried 8 – 0.

6. Pending Rule – Docket No. 47-0101-2401, Rules Governing Vocational Rehabilitation Services – Action item

BOARD ACTION
M/S (Liebich / Roach) I move to approve the pending rule Docket 47-0101-2401, as provided in Attachment 2. A voice vote was taken and the motion carried 8 – 0.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho - Request for Capital Project and Development Agreement Approval; On-Campus Housing Improvements, University of Idaho (UI), Moscow, Idaho – Action item

President Green summarized the request for the interim financing and turned the presentation over to Brian Foisy, Vice President, Finance and Administration. Brian Foisy outlined Phase I of the project and the timeline associated with Phase II, including the requirement to return to the State Board of Education for approval. Brian Foisy added commentary on the justification for the project. Richard Rieth outlined the relevant cost projections and comparisons associated with the project. He also provided the results of a student housing market survey conducted by RJA to demonstrate the average student's willingness to pay for improved campus housing. J Wheatley provided detail on the Development Agreement and the responsibilities of the master developer, Gilbane, related to the project. Heather Casperson summarized the plan of finance for the project. Brian Foisy concluded the presentation by summarizing the key milestones remaining for the project.

BOARD ACTION
M/S (Gilbert / Liebich) I move to approve the request by the University of Idaho to execute the proposed On-Campus Housing Improvements Project, including the project budget for a cost not to exceed $162.82 million (collectively, "the Project"). Approval of the debt financing will be sought at a subsequent Board meeting. In support of the Project, I move to approve the attached Development Agreement in substantial conformance with its current terms for execution between the University of Idaho and Gilbane. Approval includes authority for the Vice President of Finance and Administration to approve all necessary and requisite consulting and vendor contracts over the length of the Project. Approval also includes the ability to execute contracts for all utility extension, expansion, and repair necessary to deliver the Project. A voice vote was taken and the motion carried 8 – 0.

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IDAHO DEPARTMENT OF EDUCATION

1. Idaho Special Education Manual Repeal and Replace – Action item

Superintendent Critchfield summarized the oversight that occurred in the version of the Special Education Manual that was approved at the August Board Meeting.

BOARD ACTION
M/S (Critchfield / Roach) I move to repeal the Special Education manual approved on August 21, 2024, and to approve the Special Education Manual as presented in Attachment 3. A voice vote was taken and the motion carried 8 – 0.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS

1. Pending Rule – Docket No. 08-0203-2401, Rules Governing Thoroughness – Action Item

Jenn Thompson summarized the negotiated rulemaking timeline and described why the special board meeting is needed to approve the pending rules presented during the meeting.

Superintendent Critchfield commented on the inclusion of digital literacy as a new graduation requirement, and that communications standards should be distributed throughout most classes, rather than singled out in one speech course. She reiterated that Idaho is a local control state, and school districts can determine the best way to meet these requirements. Superintendent Critchfield also commented on the Senior Project, and the need for this requirement to be a culminating project that prepares our graduating seniors for the future. Her proposal is a new Future Readiness project that would demonstrate a student's application of college and career competencies, and exploration of post-high school options through work-based, service-based, research-based, or portfolio-based experiences. The Superintendent then concluded with a brief summary of the pathways that will be presented to students.

Kurt Liebich commented that we may have the opportunity to match assessments to the different pathways that will become available to students.

BOARD ACTION
M/S (Liebich / Roach) I move to approve pending rule – Docket 08-0203-2401, as submitted in Attachment 2. A voice vote was taken and the motion carried 8 – 0.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Review of Draft Board Resolutions on Diversity, Equity, and Inclusion; Governance; and Freedom of Expression in Higher Education – Information Item

Executive Director Joshua Whitworth stated that no board action would be required for this agenda item, and that the desired outcome of the discussion was board awareness and time for institutions to review the resolutions and provide feedback. Joshua Whitworth summarized the draft resolutions covering the domains of DEI, governance, and freedom of expression.

Board Member Roach thanked Joshua Whitworth for his work on the resolutions and reiterated that most of the content in these resolutions are already in current policy.

Board Member Liebich emphasized the importance to lead on this issue for the State. He expressed his concerns about the DEI policy and the impact on some of our vulnerable demographic groups.

BOARD ACTION
M/S (Roach / Keough) I move to adjourn the meeting at 3:05 pm (Mountain Time).
A voice vote was taken and the motion carried 8 – 0.

TAB	DESCRIPTION	ACTION
1	**BAHR - RETIREMENT PLAN COMMITTEE – IDAHO STATE BOARD OF EDUCATION (BOARD) UPDATES TO OPTIONAL RETIREMENT PLAN (ORP) 401(A) AND SUPPLEMENTAL PLAN 403(B) AMENDMENTS**	Action Item
2	**BAHR - BOISE STATE UNIVERSITY - EMPLOYMENT AGREEMENT FOR ATHLETIC DIRECTOR JERAMIAH DICKEY**	Action Item
3	**BAHR - BOISE STATE UNIVERSITY – EMPLOYMENT CONTRACT FOR HEAD SOFTBALL COACH JUSTIN SHULTS**	Action Item
4	**BAHR - BOISE STATE UNIVERSITY – EMPLOYMENT CONTRACT FOR HEAD WOMEN'S BASKETBALL COACH GORDON PRESNELL**	Action Item
5	**BAHR - UNIVERSITY OF IDAHO – RENEWAL BY AMENDMENT OF EXISTING RETAIL LEASE FOR VANDAL STORE IN BOISE**	Action Item
6	**BAHR - UNIVERSITY OF IDAHO – RENEWAL OF EXISTING FARM LEASE FOR UI COLLEGE OF AGRICULTURAL AND LIFE SCIENCE'S ABERDEEN RESEARCH AND EXTENSION CENTER**	Action Item
7	**BAHR - UNIVERSITY OF IDAHO – RENEWAL OF EXISTING LEASE AT UI RESEARCH PARK IN POST FALLS FOR AMERICAN WAGYU ASSOCIATION**	Action Item
8	**BAHR - UNIVERSITY OF IDAHO – RENEWAL OF EXISTING LEASE AT UI RESEARCH PARK IN POST FALLS FOR SUN TROPICS**	Action Item

9	**IRSA - BOISE STATE UNIVERSITY – GENERATIVE AI IN EDUCATION GRADUATE CERTIFICATE ONLINE PROGRAM FEE**	Action Item
10	**IRSA - HIGHER EDUCATION RESEARCH COUNCIL REAPPOINTMENT**	Action Item
11	**IDE - EMERGENCY PROVISIONAL CERTIFICATE RECOMMENDATIONS**	Action Item

SUBJECT

Retirement Plan Committee – Idaho State Board of Education (Board) Optional Retirement Plan (ORP) 401(a) and Supplemental Plan 403(b) Amendments

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.
October 2020	Board approved amendments to ORP and the Supplemental Retirement Benefit Programs
December 2020	Board approved second reading of amendment to Board policy II.R authorized the Executive Director to hire consultants as recommended by the Retirement Plan Committee.
October 2021	Board approved Retirement Plan Committee proposal to hire Optional Retirement Plan consultant – Multnomah Group, Inc.
December 2022	Board received information regarding recordkeeping services for Board 401(a) Optional Retirement Plan.
January 2023	Board Office received exemption for RFP process from Idaho Division of Purchasing.
December 2023	Board approved Fidelity as the 401(a) Optional Retirement Plan's sole provider of Defined Contribution Recordkeeping Services for the State Board of Education, effective December 2, 2024.

APPLICABLE STATUTES, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.
Idaho Code §§ 33-107A, 33-107B, 33-107C
Idaho Code § 59-513

BACKGROUND

Board Policy II.R. creates the Retirement Plan Committee (RPC) which is charged with "stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries." The Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) Supplemental Plan and 457(b) Voluntary Deferred Compensation Plan. 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.

In December 2023, the Board approved Fidelity Investments as the sole provider of Defined Contribution Recordkeeping Services for the Idaho State Board of Education Optional Retirement Program (ORP) beginning in December 2024. Board staff has been diligently working with Fidelity Investments since June 2024 in preparation for consolidating and transitioning recordkeeping services.

DISCUSSION

Board Staff, Multnomah Group (Retirement Plan Consultant) and Reinhart Law (Retirement Plan Legal Counsel) has worked with Retirement Plan Committee members in updating plan documents for the SBOE ORP 401(a) and 403(b) programs to accurately reflect the changes made by transitioning to Fidelity Investments.

IMPACT

Board approval of the revisions contained in the attachments will bring the SBOE 401(a) and 403(b) retirement plan documents up-to-date, clarify current procedures, tighten up sections related to federal and state laws for defined contribution plans, and reflect the transition to Fidelity Investments.

ATTACHMENTS

Attachment 1 - Optional Retirement Plan (ORP) 401(a) – redline
Attachment 2 - Optional Retirement Plan (ORP) 410(a) – clean
Attachment 3 - Supplemental Plan 403(b) – redline
Attachment 4 - Supplemental Plan 403(b) – clean
Attachment 5 – Explanation of 2024 Amendments to the Idaho State Board of Education Optional Retirement Plan

STAFF COMMENTS AND RECOMMENDATIONS

The proposed updates to the 401(a) and 403(b) plans will ensure the language in both respective documents is current and in compliance with federal and state law.

Staff recommends approval.

BOARD ACTION

I move to approve amendments to the Idaho State Board of Education's Optional Retirement Plan (ORP) 401(a) and Supplemental Plan 403(b) as presented in Attachments 2 and 4.

Moved by_____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
Optional Retirement Plan

A Defined Contribution Retirement Plan

~~Restated November 2001~~
~~Amendment 1, effective the first day of the first plan year beginning after December 31, 2001~~
~~Restated December 2003~~
~~Restated to include amendments through 2008~~
~~Restated December 2011~~
~~Restated effective January 2013~~
~~Restated August 2013~~
~~Restated August 2014~~
~~Restated April 2018~~
~~References related to EITC removed December 2018~~
~~Restated October 28, 2020~~
~~Amendment 1, adopted October 29, 2021~~
~~Amendment 2, adopted November 17, 2022~~
Restated effective December 1, 2024

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Article I: Definitions

1.1 ***Accumulation Account*** means the separate account(s) established for each Participant. The current value of a Participant's Accumulation Account includes all Plan Contributions, less expense charges, and reflects credited investment experience.

1.2 ***Annual Additions*** means the sum of the following amounts credited to a Participant's Accumulation Account during the Limitation Year: (a) Plan Contributions; (b) forfeitures, if any; and (c) individual medical account amounts described in section 415(1)(2) and 419A(d)(2) of the Code, if any.

1.3 ***Beneficiary (ies)*** means the individual, institution, trustee, or estate designated by the Participant to receive the Participant's benefits at his or her death.

1.4 ***Board*** means the Idaho State Board of Education and Board of Regents of the University of Idaho as defined in Idaho Code §33-101.

1.5 ***Code*** means the Internal Revenue Code of 1986, as amended.

1.6 ***Compensation*** means an employee's total annual salary (inclusive of bonuses, overtime pay and overload pay, as applicable) paid in the Plan Year not reduced by a compensation election deduction because of the application of Code Sections 125, 403(b) or 457(b). Compensation does not include the following items (even if includible in gross income):

(a) Contributions by employers to employee held medical savings accounts, as those accounts are defined in section 63-3022K, Idaho Code.

(b) Lump sum payments inconsistent with usual compensation patterns made by the employer to the employee only upon termination from service including, but not limited to, vacation payoffs and bonuses.

(c) Employer payments to employees for or related to travel, mileage, meals, lodging or subsistence expenses, without regard to the taxability of such payments for federal income tax purposes and without regard to the form of payment, including payment made as reimbursement of an itemized expense voucher and payment made of an unvouchered expense allowance.

(d) The value of a reduction in tuition provided by an educational institution to an employee which does not qualify for exclusion from the employee's wages because of the application of Code Section 117.

(e) Fringe benefits (cash and noncash).

(f) Moving expense reimbursements as defined in section 67-5337, Idaho Code.

Annual Compensation Limit. The annual compensation of each Participant taken into account in determining allocations for any plan year beginning after December 31, 2001, shall not exceed $200,000, as adjusted for cost-of-living increases in accordance with section 401(a)(17)(B) of the Code. Annual compensation means compensation during the plan year or such other consecutive 12-month period over which compensation is otherwise determined under the plan (the determination period). The cost-of-living adjustment in effect for a calendar year applies to annual compensation for the determination period that begins with or within such calendar year. If a determination period consists of fewer than 12 months, the annual compensation limit will be multiplied by a fraction, the numerator of which is the number of months in the determination period, and the denominator of which is 12.

If compensation for any prior determination period is taken into account in determining an employee's benefits accruing in the current Plan Year, the compensation for that prior determination period is subject to the OBRA '93 annual compensation limit in effect for that prior determination period. For this purpose, for determination periods beginning before the first day of the first Plan Year beginning on or after January 1, 1996 through December 31, 2001, the OBRA '93 annual compensation limit is $150,000.

Notwithstanding the above, employees who became Participants in the Plan before the first day of the Plan Year beginning on or after January 1, 1996, will be subject to the annual compensation limit in effect under the Plan before that date, as determined by IRS regulations.

1.7 ***Date of Employment or Reemployment*** means the effective date of the appointment for a faculty member or professional staff. For all other employees, the Date of Employment or Reemployment is the first day upon which an employee completes an Hour of Service for performance of duties during the employee's most recent period of service with the Institution.

1.8 ***Eligible Employee*** means faculty or nonclassified staff of the Office of the Idaho State Board of Education, Boise State University, Idaho State University, University of Idaho, or Lewis-Clark State College initially appointed or hired between July 1, 1990 and June 30, 1993 who work on a .50 full-time equivalency basis or more and similar employees hired before July 1, 1990 who elected to participate in the Plan during the 90-day period from July 1, 1990 to September 28, 1990; and teaching staff and officers of the Office of the Idaho State Board of Education, Boise State University, Idaho State University, University of Idaho, or Lewis-Clark State College initially appointed or hired on or after July 1, 1993 who work on a .50 full-time equivalency basis or more; and teaching staff and officers of the College of Southern Idaho, North Idaho College, College of Western Idaho, or College of Eastern Idaho initially appointed or hired on or after July 1, 1997 who

work on a .50 full-time equivalency basis or more and similar employees hired before July 1, 1997 who elected to participate in the Plan during the 150-day period from July 1, 1997 to November 28, 1997. However, "Eligible Employee" shall exclude:

(a) an Employee whose employment is expected to be less than five (5) months;

(b) and

(c) an Employee whose employment is incidental to his or her status as a student at the Institution; and

(d) an Employee who is vested in the Public Employee Retirement System of Idaho (PERSI) and who makes a one-time irrevocable election to remain a member of that retirement system within 60 days of the date of initial hire or appointment.

Effective January 1, 2008, the term Eligible Employee shall not include a "leased employee" as defined in Code section 414(n), which defines a "leased employee" as any person (other than an employee of the recipient) who pursuant to an agreement between the recipient and any other person ("leasing organization") has performed services for the recipient (or for the recipient and related persons determined in accordance with Code section 414(n)(6)) on a substantially full time basis for a period of at least one year, and such services are performed under primary direction or control by the recipient.

If an individual is classified as an independent contractor during any period of providing services to the Institution, such individual will be deemed to be in an ineligible class of employees for purposes of the Plan during such period, even if the individual is determined to be a common law employee during such period pursuant to a government audit or litigation. Notwithstanding the above, if the failure to cover such reclassified individual would prevent the Plan from satisfying the minimum coverage requirement under Code Section 410(b) for a Plan year, the minimum number of such individuals necessary for the plan to fulfill such minimum coverage requirements will be included as eligible employees for the plan year, with preference given to those reclassified individuals with the smallest amount of compensation.

No individual who is deemed to be an independent contractor, as determined by the Plan Administrator in its sole discretion, or individual performing services for the Employer pursuant to an agreement that provides that such individual shall not be eligible to participate in the retirement or other benefit plans of the Employer, shall be an Eligible Employee for purposes of this plan.

1.9 ***Fund Sponsor*** means an insurance, variable annuity or Investment Company that provides Funding Vehicles available to Participants under this Plan.

1.10 ***Funding Vehicles*** means the annuity contracts or custodial accounts that satisfy the requirements of Code Section 401(f) issued for funding accrued benefits under this Plan and specifically approved by the Board or its authorized delegate for use under this Plan.

1.11 ***Hours of Service*** means:

(a) Each hour for which an employee is paid, or entitled to payment, for the performance of duties for the Institution.

(b) Each hour for which an employee is paid, or entitled to payment, on account of a period of time during which no duties are performed (regardless of whether employment has terminated) due to vacation, holiday, illness, incapacity (including disability), layoff, jury duty, military duty, leave of absence, or maternity or paternity leave (whether paid or unpaid). However, any period for which a payment is made or due under a plan maintained solely for the purpose of complying with Workers' Compensation or unemployment compensation or disability insurance laws, or solely to reimburse the employee for medical or medically-related expenses is excluded. An employee is directly or indirectly paid, or entitled to payment by the Institution regardless of whether payment is made by or due from the Institution directly or made indirectly through a trust fund, insurer or other entity to which the Institution contributes or pays premium. No more than 501 Hours of Service will be credited under this paragraph. Hours of Service under this paragraph will be calculated and credited pursuant to Section 2530.200b-2 of the Department of Labor Regulations, incorporated herein by reference.

(c) Each hour for which back pay, irrespective of mitigation of damages, is either awarded or agreed to by the Institution, without duplication of hours provided above, and subject to the 501-hour restriction for periods described in (b) above.

Hours of Service will be credited for employment with other members of an affiliated service group (under Code Section 414(m)), a controlled group of corporations (under Code Section 414(b)), or a group of trades or businesses under common control (under Code Section 414(c)) of which the Institution is a member, and any other entity required to be aggregated with the employer pursuant to Code Section 414(o) and the regulations thereunder. Hours of Service also will be credited for any person considered an employee for this Plan under Code Sections 414(n) or 414(o) and the regulations thereunder.

Hours of Service will be determined on the basis of actual hours that an employee is paid or entitled to payment.

1.12 ***Institution*** means the Board and employment units under its jurisdiction, namely:

The Office of the Idaho State Board of Education

Boise State University
Idaho State University
University of Idaho
Lewis-Clark State College
College of Eastern Idaho
College of Southern Idaho
North Idaho College
College of Western Idaho

1.13 ***Institution Plan Contributions*** means contributions made by the Institution under this Plan.

1.14 ***Limitation Year*** means a calendar year.

1.15 ***Normal Retirement Age*** means age 65.

1.16 ***Participant*** means any Eligible Employee of the Institution participating in this Plan.

1.17 ***Participant Plan Contributions*** means contributions made by a Participant under this Plan. Participant Plan Contributions are designated as being picked-up by the Institution in lieu of contributions by the Participant, in accordance with Code Section 414(h)(2). The pick-up amounts cannot be received directly by the Participant and are required to be made.

1.18 ***Plan*** means the Idaho State Board of Education Optional Retirement Plan as set forth in this document, and pursuant to Idaho Code §33-107A and 33-107B.

1.19 ***Plan*** Contributions means the combination of Participant Plan Contributions and Institution Plan Contributions.

1.20 ***Plan Entry Date*** means the later of the Effective Date of the Plan or the Eligible Employee's Date of Employment or Reemployment.

1.21 ***Plan Year*** means January 1 through December 31.

1.22 ***Year of Service*** means a 12-month period (computation period) during which the Eligible Employee completes 1,000 or more Hours of Service.

Article II: Establishment of Plan

2.1 ***Establishment of Plan.*** The Idaho State Legislature authorized the Board to establish the Plan as of July 1, 1990.

This Plan document sets forth the provisions of this Code Section 401(a) Plan. The Plan was restated as of November 1, 2001. Plan Contributions are invested, at the direction of each Participant, in one or more of the Funding Vehicles available to Participants under the Plan. Plan Contributions shall be held for the exclusive benefit of Participants. Participant Plan Contributions are designated as being picked-up by the Institution in lieu of contributions by the Participant, in accordance with Code Section 414(h)(2).

It is intended that this Plan will not be subject to the requirements of ERISA under Department of Labor Regulation Section 2510.3-2(f).

Article III: Eligibility for Participation

3.1 ***Eligibility.*** An Eligible Employee must, as a condition of employment, begin participation in this Plan on the Plan Entry Date following employment at the Institution.

3.2 ***Notification.*** The Institution will notify an Eligible Employee when he or she has completed the requirements necessary to become a Participant. An Eligible Employee who complies with the requirements and becomes a Participant is entitled to the benefits and is bound by all the terms, provisions, and conditions of this Plan, including any amendments that, from time to time, may be adopted, and including the terms, provisions and conditions of any Funding Vehicle(s) to which Plan Contributions for the Participant have been applied.

3.3 ***Enrollment in Plan.*** To participate in this Plan, an Eligible Employee must complete the necessary enrollment form(s) and return them to the Institution. An employee who has been notified that he or she is eligible to participate but who fails to return the enrollment forms will be deemed to have waived all of his or her rights under the Plan except the right to enroll at a future date.

3.4 ***Reemployment.*** A former employee who is reemployed by the Institution will be eligible to participate upon meeting the requirements stated in the "Eligibility" section of Article III. A former employee who satisfied these requirements before termination of employment will be eligible to begin participation immediately after reemployment provided the former employee is an Eligible Employee.

3.5 ***Termination of Participation.*** A Participant will continue to be eligible for the Plan until one of the following conditions occur:

- he or she ceases to be an Eligible Employee;
- the Plan is terminated.

Article IV: Plan Contributions

4.1 ***Plan Contributions.*** Plan Contributions will be made for Eligible Employees who have satisfied the requirements of Article III as follows:

Each Institution shall contribute the percentage indicated below of the Compensation of that Institution's Participants, reduced by the amount necessary, if any, to provide contributions to a total disability program, but in no event less than five percent (5%) of each Participant's Compensation:

NIC, CSI, CWI and CEI: an amount equal to the Public Employee Retirement System of Idaho (PERSI) contributions rates;

UI, BSU, ISU, LCSC and the Office of the State Board of Education: nine and thirty--five one hundredths percent (9.35%); and

Each Participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%) of his or her Compensation.

Plan Contribution rates are defined in Idaho Code §33-107A and §33-1078 and are subject to change as those sections are amended.

Plan Contributions are considered to be credited to Participants no later than the last day of the Plan Year for which the Plan Contributions are made.

4.2 ***When Contributions Are Made.*** Plan Contributions will begin when the Institution has determined that the Participant has met or will meet the requirements of Article III. Any part of a year's Plan Contributions not contributed before this determination will be included in contributions made for that year after the determination. Plan Contributions will be forwarded to the Fund Sponsor(s) in accordance with the procedures established by the Institution. Institution Plan Contributions will be forwarded to the Fund Sponsor(s) at least annually. Participant Plan Contributions will be forwarded by the Institution to the Fund Sponsor(s) as soon as it is administratively feasible for the Institution to segregate contributions, but in any event, within the time required by law.

4.3 ***Allocation of Contributions.*** A Participant may allocate Plan Contributions to the Funding Vehicle(s) in any whole-number percentages that equal 100 percent. A Participant may change his or her allocation of future contributions to the Funding Vehicle(s) according to the administrative procedures of the Fund Sponsor(s). A Participant may direct contributions to only one Fund Sponsor at any given time. However, a Participant may change Fund Sponsors once per calendar year by completing the appropriate forms provided by the Institution.

4.4 ***Leave of Absence.*** During a paid leave of absence, Plan Contributions will continue to be made for a Participant on the basis of Compensation then being paid by the Institution. No Plan Contributions will be made during an unpaid leave of absence.

4.5 ***Transfer of Funds from Another Plan.*** The Fund Sponsor shall accept contributions that are transferred directly from any other plan qualified under sections 401(a) or 403(a) of the Code, whether such plans are funded through a trustee arrangement or through an annuity contract, if such contributions are attributable only to employer and employee contributions and the earnings thereon and accompanied by instructions showing the respective amounts attributable to employer and employee contributions. Such funds and the accumulation generated from them shall always be fully vested and nonforfeitable.

4.6 ***Transfer of Funds to PERSI.*** Should an existing Plan Participant be hired into a PERSI-eligible position and no longer be eligible for Plan Contributions, the Participant may request to have all or a portion of his or her Accumulated Account transferred to PERSI through a trustee-to-trustee transfer by completing the forms required by the Board. At its sole discretion, the Board may refuse to make a transfer of assets if the Board reasonably believes the transfer could jeopardize the tax-exempt status of the Plan, or could create adverse tax consequences for the Plan.

(a) PERSI Base Plan. If a prior PERSI participant transferred funds into the Plan upon taking a Plan-eligible position and then transfers back into a PERSI-eligible position, the Participant may request that funds be transferred to the PERSI Base Plan in order to buy back PERSI service. To be eligible to buy back PERSI service, a Participant must be employed in a PERSI-eligible position and have satisfied all other eligibility requirements. A Participant may only transfer funds to the PERSI Base Plan up to the exact amount of the determined buy back cost.

(b) 401(k) Choice Plan. If a Participant has transferred funds to repurchase all available service credit in the PERSI Base Plan and has remaining amounts in his or her Accumulated Account, the Participant may request that the remaining amounts be transferred to the PERSI 401(k) Choice plan. All rollovers must be submitted with all required forms and documentation and are subject to the approval of the PERSI Board. Such amounts shall retain their character (*e.g.*, employer or employee contributions) once transferred to the 401(k) Choice Plan.

The transfer of a Participant's entire Plan balance to PERSI will result in termination of the Participant's participation in the Plan and the Participant shall not be eligible for any future benefits from the Plan unless the Participant returns to Plan-eligible employment and receives additional contributions in the Plan.

4.7 ***Rollovers from other Plans.***

(a) Direct Rollovers. The Plan will accept a direct rollover of an eligible rollover distribution from:

(i) A qualified plan described in section 401(a) or 403(a) of the Code including after-tax employee contributions.
(ii) A tax sheltered annuity plan described in section 403(b) of the Code, excluding after-tax employee contributions.
(iii) An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.

(b) Participant Rollover Contributions from Other Plans. The Plan will accept a Participant contribution of an eligible rollover distribution from:

(i) A qualified plan described in section 401(a) or 403(a) of the Code.
(ii) A tax sheltered annuity plan described in section 403(b) of the Code.
(iii) An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.

(c) Participant Rollover Contributions from IRAs. The Plan will accept a Participant rollover contribution of the portion of a distribution from an individual retirement account or annuity described in section 408(a) or 408(b) of the Code that is eligible to be rolled over and would otherwise be includible in gross income.

4.8 ***Military Service.*** Notwithstanding any provision of this Plan to the contrary, contributions, benefits, and service credit with respect to qualified military service will be provided to the extent required by Code section 414(u).

(a) Effective January 1, 2009, for purposes of applying the limitations of Code section 415 as described in section 4.8 of the Plan, compensation includes differential wage payments. A "differential wage payment" is a payment which (1) is made by the Institution with respect to a period during which an individual is on active military duty for a period of more than 30 days, and (2) represents all or a portion of the wages the individual would have received from the Institution if the individual were performing service for the Institution, all as defined by Code section 3401(h)(2).

(b) Effective January 1, 2007, to the extent required by Code section 401(a)(37), if a Participant dies while performing qualified military service (within the meaning of Code section 414(u)(5)), the Participant shall be treated as having terminated employment with the Institution due to his death for purposes of any additional benefits (other than contributions relating to the period of qualified military service) provided under the Plan.

(c) Effective December 12, 1994, a Participant who returns to employment with the Institution as an Eligible Employee during the period within which reemployment rights are guaranteed by law may elect to contribute to the Plan all or a part of the contributions the Participant would have made to the Plan if the Participant had remained continuously employed by the Institution throughout the period of the Participant's qualified military service. The amount of contributions the Participant may make according to this subsection 4.7(c) shall be determined on the basis of the Participant's Compensation in effect immediately before the qualified military service and the terms of the Plan at that time. A Participant may make such contributions during a period beginning on the Participant's reemployment with the Institution and lasting for the shorter of five years or three times the Participant's period of qualified military service. To the extent the Participant makes contributions permitted by this subsection 4.7(c), the Participant's Accumulation Account will receive Institution contributions that would have been made during the same period.

4.9 ***Maximum Plan Contributions.*** Notwithstanding anything contained in this Plan to the contrary, the total Annual Additions made for any Participant for any year will not exceed the amount permitted under section 415 of the Code. The limitations of Code Section 415 are hereby incorporated by reference.

If the limitations are exceeded because the Participant is also participating in another plan required to be aggregated with this Plan for Code Section 415, then the extent to which annual contributions under this Plan will be reduced, as compared with the extent to which annual benefits or contributions under any other plans will be reduced, will be determined by the Institution in a manner as to maximize the aggregate benefits payable to the Participant from all plans. If the reduction is under this Plan, the Institution will advise affected Participants of any additional limitation on their annual contributions required by this paragraph.

Maximum Annual Addition. The annual addition that may be contributed or allocated to a Participant's account under the Plan for any limitation year shall not exceed the lesser of:

(a) $40,000, as adjusted for increases in the cost-of-living under section 415(d) of the Code, or

(b) 100 percent of the Participant's compensation, within the meaning of section 415(c)(3) of the Code, for the limitation year.

The compensation limit referred to in (b) shall not apply to any contribution for medical benefits after separation from service (within the meaning of section 401(h) or section 419(f)(2) of the Code), if any, otherwise treated as an annual addition.

Effective January 1, 2008, solely for purposes of applying Code section 415 limits, compensation is defined as wages within the meaning of Code section 3401(a), plus amounts that would be included in wages but for an election under Code section 125(a), 132(f)(4), 402(e)(3), 402(h)(1)(B), 402(k) or 457(b), all as described in Treas. Reg. section 1.415(c)-2.

~~4.10 ***Revenue Sharing Account.*** The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Fund Sponsors, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year, all assets remaining in the unallocated account shall be allocated among the Accumulation Accounts of Participants who have Accumulation Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Accumulation Account invested in Funding Vehicles that generate revenue sharing, determined according to the Fund Sponsors' records as of the last day of the Plan Year.~~

Article V: Funding Vehicles

5.1 ***Funding Vehicles.*** Plan Contributions are invested in one or more Funding Vehicles available to Participants under this Plan. The Fund Sponsors are:

(a) Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF)

(b) Corebridge~~Variable Annuity Life Insurance Company (VALIC)~~

~~(b)~~(c) Fidelity Investments

Effective with the first pay period on or after December 2, 2024, all new contributions will be sent to Fidelity. TIAA and Corebridge will remain Fund Sponsors only for historical amounts that cannot be transferred to Fidelity by the Board and for amounts that are not voluntarily transferred by the Participants~~The current selection of Fund Sponsors isn't intended to limit the authority of the Board or its authorized delegate to add or delete Fund Sponsors~~.

5.2 ***Fund Transfers.*** Subject to a Funding Vehicle's rules for transfers and in accordance with the provisions of the Code for maintaining the tax deferral of the Accumulation Account(s), a Participant may transfer funds accumulated under the Plan among the Plan's approved Funding Vehicles to the extent permitted by the Funding Vehicles. Effective December 2, 2024, transfers may only be made from TIAA-CREF and Corebridge to Fidelity. No transfers may be made from Fidelity to TIAA-CREF and Corebridge Funding Vehicles.

Article VI: Vesting

6.1 ***Plan Contributions.*** Plan Contributions shall be fully vested and nonforfeitable when such Plan Contributions are made.

Article VII: Benefits

7.1 ***Retirement Benefits.*** A Participant who has terminated employment may elect to receive retirement benefits under any of the forms of benefit, as provided below.

7.2 ***Forms of Benefit.*** Unless additional forms are ~~The forms of benefit are the benefit options~~ offered by the Funding Vehicles available under this Plan, a Participant may elect from the following Forms of Benefit~~. These forms are equally available to all Participants choosing the Funding Vehicle. The forms of benefit available under this Plan include~~:

(a) Lump sum payments;

(b) Installment payments under a systematic withdrawal plan; or

~~(a)~~ Partial withdrawals~~Single life annuities as provided under the Funding Vehicle contract.~~

~~(b) Joint and survivor annuities as provided under the Funding Vehicle contract.~~

~~(c) Cash withdrawals to the extent the Funding Vehicle permits.~~

~~(d) Fixed period annuities, as permitted by the Funding Vehicle contract.~~

~~(e) Retirement Transition Benefit.~~

~~(f)~~(c) ~~Such other annuity and withdrawal options as provided under the Funding Vehicle contract~~.

7.3 ***Retirement Transition Benefit.*** As allowed by the Funding Vehicle, u~~U~~nless the Minimum Distribution Annuity, or the Limited Periodic Withdrawal Option is elected, a Participant may elect to receive a one-time lump-sum payment of up to 10 percent of his or her Accumulation Account(s) in TIAA and/or the CREF account(s) at the time annuity income begins, provided the one sum payment from each TIAA contract and/or CREF account(s) doesn't exceed 10 percent of the respective Accumulation Account(s) being converted to retirement income.

7.4 ***Survivor Benefits.*** If a Participant dies before the start of retirement benefit payments, the full current value of the Accumulation Account(s) is payable to the Beneficiary (ies) under the options offered by the Funding Sponsors. Distribution of Survivor Benefits is subject to the required distribution rules set forth in Code Section 401(a)(9).

7.5 ***Application for Benefits.*** Procedures for receipt of benefits are initiated by writing directly to the Fund Sponsor. Benefits will be payable by the Fund Sponsor upon receipt of a satisfactorily completed application for benefits and supporting documents. The necessary forms will be provided to the Participant, the surviving spouse, or the Beneficiary (ies) by the Fund Sponsor.

7.6 ***Minimum Distribution Requirements.*** No payment option may be selected by the Participant (or a Beneficiary) unless it satisfies the requirements of Code section 401(a)(9) (including the incidental death benefit requirements of Code section 401(a)(9)(G) and Treasury Regulations 1.409(a)(9)-1 through 1.401(a)(9)-8), all as applicable to governmental plans. The requirements of this section shall take precedence over any inconsistent provisions of the Plan. All distributions shall begin not later than the April 1 following the later of the calendar year in which the Participant either attains age 73 (72 if the Participant attained age 70-1/2 on or after January 1, 2020 and attained age 72 prior to January 1, 2023, and 70-1/2 if the Participant attained age 70-1/2 on or before December 31, 2019) or terminates employment with the Institution~~April 1 immediately following the calendar year in which the Participant reaches age 70-1/2, or effective January 1, 2020, age 72, or in which the Participant subsequently retires from employment with the Institution~~ ("Required Beginning Date"). Subject to each Funding Vehicle's procedures, if a participant has not taken a distribution as required by Code section 401(a)(9) by the participant's Required Beginning Date, the participant shall automatically receive a distribution in the amount required to comply with the Code and applicable Regulations.

Notwithstanding any provision of this section 7.5 a Participant or beneficiary who would have been required to receive required minimum distributions for 2020 but for the enactment of Code section 401(a)(9)(I) ("2020 RMDs"), and who would have satisfied that requirement by receiving distributions that are (a) equal to the 2020 RMDs or (b) one or more payments in a series of substantially equal distributions (that include the 2020 RMDs) made at least annually and expected to last for the life (or life expectancy) of the Participant, the joint lives (or joint life expectancy) of the Participant and the Participant's designated beneficiary, or for a period of at least 10 years ("Extended 2020 RMDs"), will receive those distributions for 2020 unless the Participant or beneficiary chooses not to receive such distributions. Participants and beneficiaries described in the preceding sentence will be given the opportunity to elect to stop receiving distributions described in the preceding sentence.

There shall be no new annuity starting date upon recommencement of required minimum distributions if suspended in accordance with this provision.

~~7.6~~7.7 ***Direct Rollovers.*** This section applies to distributions made on or after December 31, 2001. Notwithstanding any provision of the Plan to the contrary that would otherwise limit a distributee's election under this section, a distributee may elect, at the time and in the manner prescribed by the plan administrator, to have any portion of an eligible rollover distribution paid directly to an eligible retirement plan specified by the distributee in a direct rollover. A portion of a distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions which are not includible in gross income. However, such portion may be transferred only to an individual retirement account or annuity described in section 408(a) or (b) of the Code, or to a qualified defined contribution plan described in section 401(a) or 403(a) of the Code that agrees to

separately account for amounts so transferred, including separately accounting for the portion of such distribution which is includible in gross income and the portion of such distribution which is not so includible.

For this section, the following definitions apply:

(a) Eligible rollover distribution: An eligible rollover distribution is any distribution of all or any portion of the balance to the credit of the distributee, except that an eligible rollover distribution does not include: any distribution that is one of a series of substantially equal periodic payments (not less frequently than annually) made for the life (or life expectancy) of the distributee or the joint lives (or joint life expectancies) of the distributee and the distributee's designated beneficiary, or for a specified period of ten years or more; any distribution to the extent such distribution is required under Code Section 401(a)(9); and the portion of any distribution that is not includable in gross income (determined without regard to the exclusion for net unrealized appreciation with respect to employer securities); and, for any distributions after 12/31/99, any hardship distribution described in Code Section 401(k)(2)(b)(i)(iv).

(b) Eligible retirement plan: An eligible retirement plan is an individual retirement account described in Code Section 408(a), an individual retirement described in section 408(b) of the Code, or a qualified retirement plan described in Code Section 401(a) or 403(a) of the Code, that accepts the distributee's eligible rollover distribution, a tax sheltered annuity plan described in section 403(b) of the Code and an eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state and which agrees to separately account for amounts transferred into such plan from this Plan. Effective January 1, 2008, an eligible retirement plan shall also mean a Roth IRA described in Code section 408A, subject to the adjusted gross income limits of Code section 408A(c)(3)(B), if applicable, and subject to the distribution rules of Code section 408A(d)(3). The definition of eligible retirement plan shall also apply in the case of a distribution to a surviving spouse, or to a spouse or former spouse who is the alternate payee under a qualified domestic relation order, as defined in section 414(p) of the Code.

(c) Distributee: A distributee includes an employee or former Employee. In addition, the Employee's or former Employee's surviving spouse and the Employee's or former Employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in section 414(p) of the Code, are distributees with regard to the interest of the spouse or former spouse.

(d) Direct rollover: A direct rollover is a payment by the Plan to the eligible retirement plan specified by the distributee.

~~7.7~~7.8 ***Distribution to IRA of Nonspouse Beneficiary.*** A Participant's nonspouse Beneficiary may elect payment of any portion of the deceased Participant's account in a direct trustee to trustee transfer to an individual retirement account or annuity described in section 402(c)(8)(B)(i) or (ii) of the Code that is established to receive the Plan distribution on behalf of the Beneficiary. For purposes of this section, a trust maintained for the benefit of one or more designated beneficiaries may be the Beneficiary to the extent provided in rules prescribed by the Secretary of Treasury. If the Participant dies after the Participant's Required Beginning Date as defined in section 7.5, the required minimum distribution in the year of death may not be transferred according to this section. The requirements of section 402(c)(11) of the Code apply to distributions under this section.

~~7.8~~7.9 ***Mandatory Distribution of Small Amounts.*** The Plan shall make a mandatory distribution of a Participant's Account which is valued at $7~~5~~,000 or less at the time of distribution. Participant or Beneficiary consent to a mandatory distribution shall not be required. A mandatory distribution shall be made no earlier than 30 days from the date the Plan provides notice of the right to elect payment in a direct rollover, pursuant to Code section 402(f), and no later than an administratively feasible date following the end of the Plan Year in which the Participant's employment with the Employer terminates. Mandatory distributions shall be paid in a single lump sum cash payment, and in accordance with Code section 401(a)(31)(B), if the Participant or Beneficiary does not elect to have such distribution paid to an Eligible Retirement Plan in a direct rollover or receive the distribution directly, the Plan will pay the distribution in a direct rollover to an individual retirement plan designated by the Plan if the Participant has not yet attained Normal Retirement Age. Notwithstanding the foregoing, if the distribution is not an eligible rollover distribution, the distribution will be made in a single lump sum cash payment.

7.10 ***Coronavirus Related Distributions***. To the extent allowed by the Fund Sponsor, effective March 27, 2020 through December 31, 2020, an eligible Participant (as defined below) who is otherwise eligible for a distribution may elect to receive one or more distributions of any portion of the vested value of his Account not to exceed $100,000.

(a) Eligibility. A Participant is eligible for a Coronavirus Related Distribution under this section 7.9 if he certifies that he satisfies one of the following criteria:

(i) the Participant, the Participant's Spouse or the Participant's dependent (as defined in Code section 152 without regard to Code section 152(d)(1)(B)) was diagnosed with the virus SARS-CoV 2 or with coronavirus disease 2019 (COVID-19) by a test approved by the Centers for Disease Control and Prevention;

(ii) the Participant, the Participant's Spouse or a member of the Participant's household experienced adverse financial consequences as a result of:

(A) being quarantined, furloughed, laid off or having his or her work hours reduced due to such virus or disease;

(B) being unable to work due to lack of child care due to such virus or disease;

(C) closing or reducing hours of a business owned or operated by the Participant, the Participant's Spouse, or a member of the Participant's household;

(D) experiencing a reduction in pay, rescinded job offer or delayed start date for a job because of COVID-19; or

(E) meeting such other factors as may be issued in Treasury guidance.

For purposes of this section 7.9(a)(ii), a member of a Participant's household is defined as an individual who shares the Participant's principal residence.

~~(a)~~(b) Repayment. A Participant is permitted, but is not required, to repay his Coronavirus Related Distribution(s) to the Plan in full or in part within three years of the date of the distribution in accordance with procedures established by the Plan Administrator. Any repayment made to the Plan shall not exceed the aggregate amount of the Participant's Coronavirus Related Distribution(s) and will be treated as an eligible rollover contribution.

Article VIII: Administration

8.1 ***Plan Administrator.*** The Idaho State Board of Education, located at 650 W. State Street Boise, Idaho 83720, is the administrator of this Plan and in accordance with section 8.2 has designated each institution as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan as delegated by the Board:

8.2 ***Authority of the Board.*** The Board has all the powers and authority expressly conferred upon it herein and further shall have discretionary and final authority to determine all questions concerning eligibility and contributions under the Plan, to interpret and construe all terms of the Plan, including any uncertain terms, and to determine any disputes arising under and all questions concerning administration of the Plan. Any determination made by the Board shall be given deference, if it is subject to judicial review, and shall be overturned only if it is arbitrary or capricious. In exercising these powers and authority, the Board will always exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The Board may employ attorneys, agents, and accountants, as it finds necessary or advisable to assist it in carrying out its duties. The Board may designate a person or persons other than the Board to carry out any of its powers, authority, or responsibilities. Any delegation will be set forth in writing.

8.3 ***Action of the Board.*** Any act authorized, permitted, or required to be taken by the Board under the Plan, which has not been delegated in accordance section 8.2 "Authority of the Board," may be taken by a majority of the members of the Board, by vote at a meeting. All notices, advice, directions, certifications, approvals, and instructions required or authorized to be given by the Board under the Plan will be in writing and signed by either (i) a majority of the members of the Board, or by any member or members as may be designated by the Board, as having authority to execute the documents on its behalf, or (ii) a person who becomes authorized to act for the Board in accordance with the provisions of section 8.2 "Authority of the Board." Any action taken by the Board that is authorized, permitted, or required under the Plan and is in accordance with Funding Vehicles contractual obligations are final and binding upon the Board, and all persons who have or who claim an interest under the Plan, and all third parties dealing with the Board.

8.4 ***Indemnification.*** Subject to the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et. seq., The Board will satisfy any liability actually and reasonably incurred by any members of the Board or any person to whom any power, authority or responsibility of the Board is delegated pursuant to section 8.2 "Authority of the Board" (other than the Fund Sponsors or other entities paid to perform services related to the Plan) arising out of any action (or inaction) relating to this plan. These liabilities include expenses, attorney's fees, judgments, fines, and amounts paid in connection with any threatened, pending or completed action, suit or proceeding related to the exercise (or failure to exercise) of this authority. This is in addition to whatever rights of indemnification exist under the articles of

incorporation, regulations or by-laws of the Institution, under any provision of law, or under any other agreement.

8.5 ***No Reversion.*** Under no circumstances or conditions will any Plan Contributions of the Institution revert to, be paid to, or inure to the benefit of, directly or indirectly, the Institution. However, if Plan Contributions are made by the Institution by mistake of fact, these amounts may be returned to the Institution within one year of the date that they were made, at the option of the Institution.

8.6 ***Statements.*** The Institution will determine the total amount of contributions to be made for each Participant from time to time on the basis of its records and in accordance with the provisions of this Article. When each contribution payment is made by the Institution, the Institution will prepare a statement showing the name of each Participant and the portion of the payment that is made for him or her, and will deliver the statement to the appropriate Fund Sponsors with the contributions payment. Any determination by the Institution, evidenced by a statement delivered to the Fund Sponsors, is final and binding on all Participants, their Beneficiaries or contingent annuitants, or any other person or persons claiming an interest in or derived from the contribution's payment.

8.7 ***Reporting.*** Records for each Participant under this Plan are maintained on the basis of the Plan Year. At least once a year the Fund Sponsors will send each Participant a report summarizing the status of his or her Accumulation Account(s) as of December 31 each year. Similar reports or illustrations may be obtained by a Participant upon termination of employment or at any other time by writing directly to the Fund Sponsors.

8.8 ***Administrative Expenses.*** Reasonable expenses incurred in the proper administration of the Plan may be paid from the Trust Fund. At its discretion, the Board may charge reasonable Plan administrative expenses to the Accumulation Accounts of Participants on a pro rata basis, or another reasonable basis as determined by the Board.

Article IX: Amendment and Termination

9.1 ***Amendment and Termination.*** While it is expected that this Plan will continue indefinitely, the Board reserves the right to amend, otherwise modify, or terminate the Plan, or to discontinue any further contributions or payments under the Plan, by resolution of the Board or its authorized delegate. In the event of a termination of the Plan or complete discontinuance of Plan Contributions, the Board or its authorized delegate will notify all Participants of the termination. As of the date of complete or partial termination, all Accumulation Accounts will become nonforfeitable to the extent that benefits are accrued.

9.2 ***Limitation.*** Notwithstanding the provisions of the "Amendment and Termination" section of Article IX, the following conditions and limitations apply:

(a) No amendment will be made which will operate to recapture for the Institution any contributions previously made under this Plan. However, Plan Contributions made based on a mistake of fact may be returned to the Institution within one year of the date on which the Plan Contribution was made. Also, Plan Contributions made in contemplation of approval by the Internal Revenue Service may be returned to the Institution if the Internal Revenue Service fails to approve the Plan.

(b) No amendment will deprive, take away, or alter any then accrued right of any Participant insofar as Plan Contributions are concerned.

Article X: Miscellaneous

10.1 ***Plan Non-Contractual.*** Nothing itl this Plan will be construed as a commitment or agreement on the part of any person to continue his or her employment with the Institution, and nothing in this Plan will be construed as a commitment on the part of the Institution to continue the employment or the rate of compensation of any person for any period, and all employees of the Institution will remain subject to discharge to the same extent as if the Plan had never been put into effect.

10.2 ***Claims of Other Persons.*** The provisions of the Plan will not be construed as giving any Participant or any other person, firm, entity, or corporation, any legal or equitable right against the Institution, its officers, employees, or directors, except the rights as specifically provided for in this Plan or created in accordance with the terms and provisions of this Plan.

10.3 ***Merger, Consolidation, or Transfers of Plan Assets.*** In the event of a merger or consolidation with, or transfer of assets to, another plan, each Participant will receive immediately after such action a benefit under the plan that is equal to or greater than the benefit he or she would have received immediately before a merger, consolidation, or transfer of assets or liabilities.

10.4 ***Finality of Determination.*** All determinations with respect to the crediting of Years of Service under the Plan are made on the basis of the records of the Institution, and all determinations made are final and conclusive upon employees, former employees, and all other persons claiming a benefit interest under the Plan. Notwithstanding anything to the contrary contained in this Plan, there will be no duplication of Years of Service credited to an employee for any one period of his or her employment.

10.5 ***Non-Alienation of Retirement Rights or Benefits.*** No benefit under the Plan may, at any time, be subject in any manner to alienation, encumbrance, the claims of creditors or legal process to the fullest extent permitted by law. No person will have power in any manner to transfer, assign, alienate, or in any way encumber his or her benefits under the Plan, or any part thereof, and any attempt to do so will be void and of no effect. However, this Plan will comply with any judgment, decree or order which establishes the rights of another person to all or a portion of a Participant's benefit under this Plan to the extent that it is a "qualified domestic relations order" under section 414(p) of the Code.

10.6 ***Governing Law.*** Except as provided under federal law, the provisions of the Plan are governed by and construed in accordance with the laws of the State of Idaho.

10.7 ***Forfeitures***. Any amounts forfeited under the Plan shall be used to pay expenses incurred by the Plan no later than the close of the Plan Year following the Plan Year in which the forfeiture occurred. In the event forfeitures exceed authorized Plan expenses, such forfeitures shall be allocated to Participant Accumulation

Accounts on a pro rata basis. The Plan will comply with applicable Internal Revenue Service regulations relating to forfeitures.

Article XI: Trust Provisions

11.1 ***Establishment of Trust.*** The Board shall enter into an agreement or agreements with one or more Trustees, pursuant to which the Trustee(s) shall receive and hold in trust all contributions and income paid into the Trust Fund (as defined below). The Trust Fund shall consist of mutual funds available under the Plan as investment options and all other Plan assets, except that TIAA-CREF annuity contracts or certificates (and any other annuity contracts that satisfy the requirements of §401(f) of the Code) shall not be part of the Trust Fund. It shall be prohibited at any time for any part of the Trust Fund (other than such amounts as are required or permitted to be used to pay Plan expenses) to be used for, or diverted to, purposes other than the exclusive benefit of Plan Participants and Beneficiaries except as otherwise permitted under the Code.

11.2 ***Nontransferability or Alienation of Benefits.*** No right or interest of a Plan Participant or Beneficiary shall be (a) assignable or transferable in any manner, (b)subject to any lien, or (c) liable for, or subject to any obligation or liability of any person except as otherwise permitted under the Code. The preceding sentence shall not apply to an assignment, transfer, or attachment pursuant to a qualified domestic relations order (as defined in section 414(p) of the Code) or to a lien or levy on behalf of the Internal Revenue Service.

11.3 ***Appointment of Successor and Additional Trustees.*** The Board may at any time and from time to time appoint successor Trustees and/or additional Trustees. The appointment of a successor and/or an additional Trustee shall become effective upon such Trustee's written acceptance of such appointment Upon acceptance of the appointment, each successor and/or additional Trustee shall have all the powers and duties of a Trustee. Except to the extent otherwise provided under ERISA, no successor or additional Trustee shall be personally liable for any act or omission which occurred prior to the time he or she became a Trustee.

IN WITNESS WHEREOF, the Board has caused this instrument to be executed by its duly authorized representative effective on this ____28th day of _____Oct 20240.

Name: Matt Freeman

Signature: _____

Title: Executive Director

Idaho State Board of Education
Optional Retirement Plan

A Defined Contribution Retirement Plan

Restated effective December 1, 2024

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Article I: Definitions

1.1 ***Accumulation Account*** means the separate account(s) established for each Participant. The current value of a Participant's Accumulation Account includes all Plan Contributions, less expense charges, and reflects credited investment experience.

1.2 ***Annual Additions*** means the sum of the following amounts credited to a Participant's Accumulation Account during the Limitation Year: (a) Plan Contributions; (b) forfeitures, if any; and (c) individual medical account amounts described in section 415(1)(2) and 419A(d)(2) of the Code, if any.

1.3 ***Beneficiary (ies)*** means the individual, institution, trustee, or estate designated by the Participant to receive the Participant's benefits at his or her death.

1.4 ***Board*** means the Idaho State Board of Education and Board of Regents of the University of Idaho as defined in Idaho Code §33-101.

1.5 ***Code*** means the Internal Revenue Code of 1986, as amended.

1.6 ***Compensation*** means an employee's total annual salary (inclusive of bonuses, overtime pay and overload pay, as applicable) paid in the Plan Year not reduced by a compensation election deduction because of the application of Code Sections 125, 403(b) or 457(b). Compensation does not include the following items (even if includible in gross income):

(a) Contributions by employers to employee held medical savings accounts, as those accounts are defined in section 63-3022K, Idaho Code.

(b) Lump sum payments inconsistent with usual compensation patterns made by the employer to the employee only upon termination from service including, but not limited to, vacation payoffs and bonuses.

(c) Employer payments to employees for or related to travel, mileage, meals, lodging or subsistence expenses, without regard to the taxability of such payments for federal income tax purposes and without regard to the form of payment, including payment made as reimbursement of an itemized expense voucher and payment made of an unvouchered expense allowance.

(d) The value of a reduction in tuition provided by an educational institution to an employee which does not qualify for exclusion from the employee's wages because of the application of Code Section 117.

(e) Fringe benefits (cash and noncash).

(f) Moving expense reimbursements as defined in section 67-5337, Idaho Code.

Annual Compensation Limit. The annual compensation of each Participant taken into account in determining allocations for any plan year beginning after December 31, 2001, shall not exceed $200,000, as adjusted for cost-of-living increases in accordance with section 401(a)(17)(B) of the Code. Annual compensation means compensation during the plan year or such other consecutive 12-month period over which compensation is otherwise determined under the plan (the determination period). The cost-of-living adjustment in effect for a calendar year applies to annual compensation for the determination period that begins with or within such calendar year. If a determination period consists of fewer than 12 months, the annual compensation limit will be multiplied by a fraction, the numerator of which is the number of months in the determination period, and the denominator of which is 12.

If compensation for any prior determination period is taken into account in determining an employee's benefits accruing in the current Plan Year, the compensation for that prior determination period is subject to the OBRA '93 annual compensation limit in effect for that prior determination period. For this purpose, for determination periods beginning before the first day of the first Plan Year beginning on or after January 1, 1996 through December 31, 2001, the OBRA '93 annual compensation limit is $150,000.

Notwithstanding the above, employees who became Participants in the Plan before the first day of the Plan Year beginning on or after January 1, 1996, will be subject to the annual compensation limit in effect under the Plan before that date, as determined by IRS regulations.

1.7 ***Date of Employment or Reemployment*** means the effective date of the appointment for a faculty member or professional staff. For all other employees, the Date of Employment or Reemployment is the first day upon which an employee completes an Hour of Service for performance of duties during the employee's most recent period of service with the Institution.

1.8 ***Eligible Employee*** means faculty or nonclassified staff of the Office of the Idaho State Board of Education, Boise State University, Idaho State University, University of Idaho, or Lewis-Clark State College initially appointed or hired between July 1, 1990 and June 30, 1993 who work on a .50 full-time equivalency basis or more and similar employees hired before July 1, 1990 who elected to participate in the Plan during the 90-day period from July 1, 1990 to September 28, 1990; and teaching staff and officers of the Office of the Idaho State Board of Education, Boise State University, Idaho State University, University of Idaho, or Lewis-Clark State College initially appointed or hired on or after July 1, 1993 who work on a .50 full-time equivalency basis or more; and teaching staff and officers of the College of Southern Idaho, North Idaho College, College of Western Idaho, or College of Eastern Idaho initially appointed or hired on or after July 1, 1997 who

work on a .50 full-time equivalency basis or more and similar employees hired before July 1, 1997 who elected to participate in the Plan during the 150-day period from July 1, 1997 to November 28, 1997. However, "Eligible Employee" shall exclude:

(a) an Employee whose employment is expected to be less than five (5) months;

(b) and

(c) an Employee whose employment is incidental to his or her status as a student at the Institution; and

(d) an Employee who is vested in the Public Employee Retirement System of Idaho (PERSI) and who makes a one-time irrevocable election to remain a member of that retirement system within 60 days of the date of initial hire or appointment.

Effective January 1, 2008, the term Eligible Employee shall not include a "leased employee" as defined in Code section 414(n), which defines a "leased employee" as any person (other than an employee of the recipient) who pursuant to an agreement between the recipient and any other person ("leasing organization") has performed services for the recipient (or for the recipient and related persons determined in accordance with Code section 414(n)(6)) on a substantially full time basis for a period of at least one year, and such services are performed under primary direction or control by the recipient.

If an individual is classified as an independent contractor during any period of providing services to the Institution, such individual will be deemed to be in an ineligible class of employees for purposes of the Plan during such period, even if the individual is determined to be a common law employee during such period pursuant to a government audit or litigation. Notwithstanding the above, if the failure to cover such reclassified individual would prevent the Plan from satisfying the minimum coverage requirement under Code Section 410(b) for a Plan year, the minimum number of such individuals necessary for the plan to fulfill such minimum coverage requirements will be included as eligible employees for the plan year, with preference given to those reclassified individuals with the smallest amount of compensation.

No individual who is deemed to be an independent contractor, as determined by the Plan Administrator in its sole discretion, or individual performing services for the Employer pursuant to an agreement that provides that such individual shall not be eligible to participate in the retirement or other benefit plans of the Employer, shall be an Eligible Employee for purposes of this plan.

1.9 ***Fund Sponsor*** means an insurance, variable annuity or Investment Company that provides Funding Vehicles available to Participants under this Plan.

1.10 ***Funding Vehicles*** means the annuity contracts or custodial accounts that satisfy the requirements of Code Section 401(f) issued for funding accrued benefits under this Plan and specifically approved by the Board or its authorized delegate for use under this Plan.

1.11 ***Hours of Service*** means:

(a) Each hour for which an employee is paid, or entitled to payment, for the performance of duties for the Institution.

(b) Each hour for which an employee is paid, or entitled to payment, on account of a period of time during which no duties are performed (regardless of whether employment has terminated) due to vacation, holiday, illness, incapacity (including disability), layoff, jury duty, military duty, leave of absence, or maternity or paternity leave (whether paid or unpaid). However, any period for which a payment is made or due under a plan maintained solely for the purpose of complying with Workers' Compensation or unemployment compensation or disability insurance laws, or solely to reimburse the employee for medical or medically-related expenses is excluded. An employee is directly or indirectly paid, or entitled to payment by the Institution regardless of whether payment is made by or due from the Institution directly or made indirectly through a trust fund, insurer or other entity to which the Institution contributes or pays premium. No more than 501 Hours of Service will be credited under this paragraph. Hours of Service under this paragraph will be calculated and credited pursuant to Section 2530.200b-2 of the Department of Labor Regulations, incorporated herein by reference.

(c) Each hour for which back pay, irrespective of mitigation of damages, is either awarded or agreed to by the Institution, without duplication of hours provided above, and subject to the 501-hour restriction for periods described in (b) above.

Hours of Service will be credited for employment with other members of an affiliated service group (under Code Section 414(m)), a controlled group of corporations (under Code Section 414(b)), or a group of trades or businesses under common control (under Code Section 414(c)) of which the Institution is a member, and any other entity required to be aggregated with the employer pursuant to Code Section 414(o) and the regulations thereunder. Hours of Service also will be credited for any person considered an employee for this Plan under Code Sections 414(n) or 414(o) and the regulations thereunder.

Hours of Service will be determined on the basis of actual hours that an employee is paid or entitled to payment.

1.12 ***Institution*** means the Board and employment units under its jurisdiction, namely:

The Office of the Idaho State Board of Education

Boise State University
Idaho State University
University of Idaho
Lewis-Clark State College
College of Eastern Idaho
College of Southern Idaho
North Idaho College
College of Western Idaho

1.13 ***Institution Plan Contributions*** means contributions made by the Institution under this Plan.

1.14 ***Limitation Year*** means a calendar year.

1.15 ***Normal Retirement Age*** means age 65.

1.16 ***Participant*** means any Eligible Employee of the Institution participating in this Plan.

1.17 ***Participant Plan Contributions*** means contributions made by a Participant under this Plan. Participant Plan Contributions are designated as being picked-up by the Institution in lieu of contributions by the Participant, in accordance with Code Section 414(h)(2). The pick-up amounts cannot be received directly by the Participant and are required to be made.

1.18 ***Plan*** means the Idaho State Board of Education Optional Retirement Plan as set forth in this document, and pursuant to Idaho Code §33-107A and 33-107B.

1.19 ***Plan*** Contributions means the combination of Participant Plan Contributions and Institution Plan Contributions.

1.20 ***Plan Entry Date*** means the later of the Effective Date of the Plan or the Eligible Employee's Date of Employment or Reemployment.

1.21 ***Plan Year*** means January 1 through December 31.

1.22 ***Year of Service*** means a 12-month period (computation period) during which the Eligible Employee completes 1,000 or more Hours of Service.

Article II: Establishment of Plan

2.1 ***Establishment of Plan.*** The Idaho State Legislature authorized the Board to establish the Plan as of July 1, 1990.

This Plan document sets forth the provisions of this Code Section 401(a) Plan. The Plan was restated as of November 1, 2001. Plan Contributions are invested, at the direction of each Participant, in one or more of the Funding Vehicles available to Participants under the Plan. Plan Contributions shall be held for the exclusive benefit of Participants. Participant Plan Contributions are designated as being picked-up by the Institution in lieu of contributions by the Participant, in accordance with Code Section 414(h)(2).

It is intended that this Plan will not be subject to the requirements of ERISA under Department of Labor Regulation Section 2510.3-2(f).

Article III: Eligibility for Participation

3.1 ***Eligibility.*** An Eligible Employee must, as a condition of employment, begin participation in this Plan on the Plan Entry Date following employment at the Institution.

3.2 ***Notification.*** The Institution will notify an Eligible Employee when he or she has completed the requirements necessary to become a Participant. An Eligible Employee who complies with the requirements and becomes a Participant is entitled to the benefits and is bound by all the terms, provisions, and conditions of this Plan, including any amendments that, from time to time, may be adopted, and including the terms, provisions and conditions of any Funding Vehicle(s) to which Plan Contributions for the Participant have been applied.

3.3 ***Enrollment in Plan.*** To participate in this Plan, an Eligible Employee must complete the necessary enrollment form(s) and return them to the Institution. An employee who has been notified that he or she is eligible to participate but who fails to return the enrollment forms will be deemed to have waived all of his or her rights under the Plan except the right to enroll at a future date.

3.4 ***Reemployment.*** A former employee who is reemployed by the Institution will be eligible to participate upon meeting the requirements stated in the "Eligibility" section of Article III. A former employee who satisfied these requirements before termination of employment will be eligible to begin participation immediately after reemployment provided the former employee is an Eligible Employee.

3.5 ***Termination of Participation.*** A Participant will continue to be eligible for the Plan until one of the following conditions occur:

- he or she ceases to be an Eligible Employee;
- the Plan is terminated.

Article IV: Plan Contributions

4.1 ***Plan Contributions.*** Plan Contributions will be made for Eligible Employees who have satisfied the requirements of Article Ill as follows:

Each Institution shall contribute the percentage indicated below of the Compensation of that Institution's Participants, reduced by the amount necessary, if any, to provide contributions to a total disability program, but in no event less than five percent (5%) of each Participant's Compensation:

NIC, CSI, CWI and CEI: an amount equal to the Public Employee Retirement System of Idaho (PERSI) contributions rates;

UI, BSU, ISU, LCSC and the Office of the State Board of Education: nine and thirty--five one hundredths percent (9.35%); and

Each Participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%) of his or her Compensation.

Plan Contribution rates are defined in Idaho Code §33-107A and §33-1078 and are subject to change as those sections are amended.

Plan Contributions are considered to be credited to Participants no later than the last day of the Plan Year for which the Plan Contributions are made.

4.2 ***When Contributions Are Made.*** Plan Contributions will begin when the Institution has determined that the Participant has met or will meet the requirements of Article Ill. Any part of a year's Plan Contributions not contributed before this determination will be included in contributions made for that year after the determination. Plan Contributions will be forwarded to the Fund Sponsor(s) in accordance with the procedures established by the Institution. Institution Plan Contributions will be forwarded to the Fund Sponsor(s) at least annually. Participant Plan Contributions will be forwarded by the Institution to the Fund Sponsor(s) as soon as it is administratively feasible for the Institution to segregate contributions, but in any event, within the time required by law.

4.3 ***Allocation of Contributions.*** A Participant may allocate Plan Contributions to the Funding Vehicle(s) in any whole-number percentages that equal 100 percent. A Participant may change his or her allocation of future contributions to the Funding Vehicle(s) according to the administrative procedures of the Fund Sponsor(s). A Participant may direct contributions to only one Fund Sponsor at any given time. However, a Participant may change Fund Sponsors once per calendar year by completing the appropriate forms provided by the Institution.

4.4 ***Leave of Absence.*** During a paid leave of absence, Plan Contributions will continue to be made for a Participant on the basis of Compensation then being paid by the Institution. No Plan Contributions will be made during an unpaid leave of absence.

4.5 ***Transfer of Funds from Another Plan.*** The Fund Sponsor shall accept contributions that are transferred directly from any other plan qualified under sections 401(a) or 403(a) of the Code, whether such plans are funded through a trustee arrangement or through an annuity contract, if such contributions are attributable only to employer and employee contributions and the earnings thereon and accompanied by instructions showing the respective amounts attributable to employer and employee contributions. Such funds and the accumulation generated from them shall always be fully vested and nonforfeitable.

4.6 ***Transfer of Funds to PERSI.*** Should an existing Plan Participant be hired into a PERSI-eligible position and no longer be eligible for Plan Contributions, the Participant may request to have all or a portion of his or her Accumulated Account transferred to PERSI through a trustee-to-trustee transfer by completing the forms required by the Board. At its sole discretion, the Board may refuse to make a transfer of assets if the Board reasonably believes the transfer could jeopardize the tax-exempt status of the Plan, or could create adverse tax consequences for the Plan.

(a) PERSI Base Plan. If a prior PERSI participant transferred funds into the Plan upon taking a Plan-eligible position and then transfers back into a PERSI-eligible position, the Participant may request that funds be transferred to the PERSI Base Plan in order to buy back PERSI service. To be eligible to buy back PERSI service, a Participant must be employed in a PERSI-eligible position and have satisfied all other eligibility requirements. A Participant may only transfer funds to the PERSI Base Plan up to the exact amount of the determined buy back cost.

(b) 401(k) Choice Plan. If a Participant has transferred funds to repurchase all available service credit in the PERSI Base Plan and has remaining amounts in his or her Accumulated Account, the Participant may request that the remaining amounts be transferred to the PERSI 401(k) Choice plan. All rollovers must be submitted with all required forms and documentation and are subject to the approval of the PERSI Board. Such amounts shall retain their character (*e.g.*, employer or employee contributions) once transferred to the 401(k) Choice Plan.

The transfer of a Participant's entire Plan balance to PERSI will result in termination of the Participant's participation in the Plan and the Participant shall not be eligible for any future benefits from the Plan unless the Participant returns to Plan-eligible employment and receives additional contributions in the Plan.

4.7 ***Rollovers from other Plans.***

(a) Direct Rollovers. The Plan will accept a direct rollover of an eligible rollover distribution from:

(i) A qualified plan described in section 401(a) or 403(a) of the Code including after-tax employee contributions.
(ii) A tax sheltered annuity plan described in section 403(b) of the Code, excluding after-tax employee contributions.
(iii) An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.

(b) Participant Rollover Contributions from Other Plans. The Plan will accept a Participant contribution of an eligible rollover distribution from:

(i) A qualified plan described in section 401(a) or 403(a) of the Code.
(ii) A tax sheltered annuity plan described in section 403(b) of the Code.
(iii) An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.

(c) Participant Rollover Contributions from IRAs. The Plan will accept a Participant rollover contribution of the portion of a distribution from an individual retirement account or annuity described in section 408(a) or 408(b) of the Code that is eligible to be rolled over and would otherwise be includible in gross income.

4.8 ***Military Service.*** Notwithstanding any provision of this Plan to the contrary, contributions, benefits, and service credit with respect to qualified military service will be provided to the extent required by Code section 414(u).

(a) Effective January 1, 2009, for purposes of applying the limitations of Code section 415 as described in section 4.8 of the Plan, compensation includes differential wage payments. A "differential wage payment" is a payment which (1) is made by the Institution with respect to a period during which an individual is on active military duty for a period of more than 30 days, and (2) represents all or a portion of the wages the individual would have received from the Institution if the individual were performing service for the Institution, all as defined by Code section 3401(h)(2).

(b) Effective January 1, 2007, to the extent required by Code section 401(a)(37), if a Participant dies while performing qualified military service (within the meaning of Code section 414(u)(5)), the Participant shall be treated as having terminated employment with the Institution due to his death for purposes of any additional benefits (other than contributions relating to the period of qualified military service) provided under the Plan.

(c) Effective December 12, 1994, a Participant who returns to employment with the Institution as an Eligible Employee during the period within which reemployment rights are guaranteed by law may elect to contribute to the Plan all or a part of the contributions the Participant would have made to the Plan if the Participant had remained continuously employed by the Institution throughout the period of the Participant's qualified military service. The amount of contributions the Participant may make according to this subsection 4.7(c) shall be determined on the basis of the Participant's Compensation in effect immediately before the qualified military service and the terms of the Plan at that time. A Participant may make such contributions during a period beginning on the Participant's reemployment with the Institution and lasting for the shorter of five years or three times the Participant's period of qualified military service. To the extent the Participant makes contributions permitted by this subsection 4.7(c), the Participant's Accumulation Account will receive Institution contributions that would have been made during the same period.

4.9 ***Maximum Plan Contributions.*** Notwithstanding anything contained in this Plan to the contrary, the total Annual Additions made for any Participant for any year will not exceed the amount permitted under section 415 of the Code. The limitations of Code Section 415 are hereby incorporated by reference.

If the limitations are exceeded because the Participant is also participating in another plan required to be aggregated with this Plan for Code Section 415, then the extent to which annual contributions under this Plan will be reduced, as compared with the extent to which annual benefits or contributions under any other plans will be reduced, will be determined by the Institution in a manner as to maximize the aggregate benefits payable to the Participant from all plans. If the reduction is under this Plan, the Institution will advise affected Participants of any additional limitation on their annual contributions required by this paragraph.

Maximum Annual Addition. The annual addition that may be contributed or allocated to a Participant's account under the Plan for any limitation year shall not exceed the lesser of:

(a) $40,000, as adjusted for increases in the cost-of-living under section 415(d) of the Code, or

(b) 100 percent of the Participant's compensation, within the meaning of section 415(c)(3) of the Code, for the limitation year.

The compensation limit referred to in (b) shall not apply to any contribution for medical benefits after separation from service (within the meaning of section 401(h) or section 419(f)(2) of the Code), if any, otherwise treated as an annual addition.

Effective January 1, 2008, solely for purposes of applying Code section 415 limits, compensation is defined as wages within the meaning of Code section 3401(a), plus amounts that would be included in wages but for an election under Code section 125(a), 132(f)(4), 402(e)(3), 402(h)(1)(B), 402(k) or 457(b), all as described in Treas. Reg. section 1.415(c)-2.

Article V: Funding Vehicles

5.1 ***Funding Vehicles.*** Plan Contributions are invested in one or more Funding Vehicles available to Participants under this Plan. The Fund Sponsors are:

(a) Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF)

(b) Corebridge

(c) Fidelity Investments

Effective with the first pay period on or after December 2, 2024, all new contributions will be sent to Fidelity. TIAA and Corebridge will remain Fund Sponsors only for historical amounts that cannot be transferred to Fidelity by the Board and for amounts that are not voluntarily transferred by the Participants.

5.2 ***Fund Transfers.*** Subject to a Funding Vehicle's rules for transfers and in accordance with the provisions of the Code for maintaining the tax deferral of the Accumulation Account(s), a Participant may transfer funds accumulated under the Plan among the Plan's approved Funding Vehicles to the extent permitted by the Funding Vehicles. Effective December 2, 2024, transfers may only be made from TIAA-CREF and Corebridge to Fidelity. No transfers may be made from Fidelity to TIAA-CREF and Corebridge Funding Vehicles.

Article VI: Vesting

6.1 ***Plan Contributions.*** Plan Contributions shall be fully vested and nonforfeitable when such Plan Contributions are made.

Article VII: Benefits

7.1 ***Retirement Benefits.*** A Participant who has terminated employment may elect to receive retirement benefits under any of the forms of benefit, as provided below.

7.2 ***Forms of Benefit.*** Unless additional forms are offered by the Funding Vehicles available under this Plan, a Participant may elect from the following Forms of Benefit:

(a) Lump sum payments;

(b) Installment payments under a systematic withdrawal plan; or

(c) Partial withdrawals.

7.3 ***Retirement Transition Benefit.*** As allowed by the Funding Vehicle, unless the Minimum Distribution Annuity, or the Limited Periodic Withdrawal Option is elected, a Participant may elect to receive a one-time lump-sum payment of up to 10 percent of his or her Accumulation Account(s) in TIAA and/or the CREF account(s) at the time annuity income begins, provided the one sum payment from each TIAA contract and/or CREF account(s) doesn't exceed 10 percent of the respective Accumulation Account(s) being converted to retirement income.

7.4 ***Survivor Benefits.*** If a Participant dies before the start of retirement benefit payments, the full current value of the Accumulation Account(s) is payable to the Beneficiary (ies) under the options offered by the Funding Sponsors. Distribution of Survivor Benefits is subject to the required distribution rules set forth in Code Section 401(a)(9).

7.5 ***Application for Benefits.*** Procedures for receipt of benefits are initiated by writing directly to the Fund Sponsor. Benefits will be payable by the Fund Sponsor upon receipt of a satisfactorily completed application for benefits and supporting documents. The necessary forms will be provided to the Participant, the surviving spouse, or the Beneficiary (ies) by the Fund Sponsor.

7.6 ***Minimum Distribution Requirements.*** No payment option may be selected by the Participant (or a Beneficiary) unless it satisfies the requirements of Code section 401(a)(9) (including the incidental death benefit requirements of Code section 401(a)(9)(G) and Treasury Regulations 1.409(a)(9)-1 through 1.401(a)(9)-8), all as applicable to governmental plans. The requirements of this section shall take precedence over any inconsistent provisions of the Plan. All distributions shall begin not later than the April 1 following the later of the calendar year in which the Participant either attains age 73 (72 if the Participant attained age 70-1/2 on or after January 1, 2020 and attained age 72 prior to January 1, 2023, and 70-1/2 if the Participant attained age 70-1/2 on or before December 31, 2019) or terminates employment with the Institution("Required Beginning Date"). Subject to each Funding Vehicle’s procedures, if a participant has not taken a distribution as required by Code section 401(a)(9) by the participant’s Required Beginning Date,

the participant shall automatically receive a distribution in the amount required to comply with the Code and applicable Regulations.

Notwithstanding any provision of this section 7.5 a Participant or beneficiary who would have been required to receive required minimum distributions for 2020 but for the enactment of Code section 401(a)(9)(I) ("2020 RMDs"), and who would have satisfied that requirement by receiving distributions that are (a) equal to the 2020 RMDs or (b) one or more payments in a series of substantially equal distributions (that include the 2020 RMDs) made at least annually and expected to last for the life (or life expectancy) of the Participant, the joint lives (or joint life expectancy) of the Participant and the Participant's designated beneficiary, or for a period of at least 10 years ("Extended 2020 RMDs"), will receive those distributions for 2020 unless the Participant or beneficiary chooses not to receive such distributions. Participants and beneficiaries described in the preceding sentence will be given the opportunity to elect to stop receiving distributions described in the preceding sentence.

There shall be no new annuity starting date upon recommencement of required minimum distributions if suspended in accordance with this provision.

7.7 ***Direct Rollovers.*** This section applies to distributions made on or after December 31, 2001. Notwithstanding any provision of the Plan to the contrary that would otherwise limit a distributee's election under this section, a distributee may elect, at the time and in the manner prescribed by the plan administrator, to have any portion of an eligible rollover distribution paid directly to an eligible retirement plan specified by the distributee in a direct rollover. A portion of a distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions which are not includible in gross income. However, such portion may be transferred only to an individual retirement account or annuity described in section 408(a) or (b) of the Code, or to a qualified defined contribution plan described in section 401(a) or 403(a) of the Code that agrees to separately account for amounts so transferred, including separately accounting for the portion of such distribution which is includible in gross income and the portion of such distribution which is not so includible.

For this section, the following definitions apply:

(a) Eligible rollover distribution: An eligible rollover distribution is any distribution of all or any portion of the balance to the credit of the distributee, except that an eligible rollover distribution does not include: any distribution that is one of a series of substantially equal periodic payments (not less frequently than annually) made for the life (or life expectancy) of the distributee or the joint lives (or joint life expectancies) of the distributee and the distributee's designated beneficiary, or for a specified period of ten years or more; any distribution to the extent such distribution is required under Code Section 401(a)(9); and the portion of any distribution that is not includable in gross income (determined without regard to the exclusion for

net unrealized appreciation with respect to employer securities); and, for any distributions after 12/31/99, any hardship distribution described in Code Section 401(k)(2)(b)(i)(iv).

(b) Eligible retirement plan: An eligible retirement plan is an individual retirement account described in Code Section 408(a), an individual retirement described in section 408(b) of the Code, or a qualified retirement plan described in Code Section 401(a) or 403(a) of the Code, that accepts the distributee's eligible rollover distribution, a tax sheltered annuity plan described in section 403(b) of the Code and an eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state and which agrees to separately account for amounts transferred into such plan from this Plan. Effective January 1, 2008, an eligible retirement plan shall also mean a Roth IRA described in Code section 408A, subject to the adjusted gross income limits of Code section 408A(c)(3)(B), if applicable, and subject to the distribution rules of Code section 408A(d)(3). The definition of eligible retirement plan shall also apply in the case of a distribution to a surviving spouse, or to a spouse or former spouse who is the alternate payee under a qualified domestic relation order, as defined in section 414(p) of the Code.

(c) Distributee: A distributee includes an employee or former Employee. In addition, the Employee's or former Employee's surviving spouse and the Employee's or former Employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in section 414(p) of the Code, are distributees with regard to the interest of the spouse or former spouse.

(d) Direct rollover: A direct rollover is a payment by the Plan to the eligible retirement plan specified by the distributee.

7.8 ***Distribution to IRA of Nonspouse Beneficiary.*** A Participant's nonspouse Beneficiary may elect payment of any portion of the deceased Participant's account in a direct trustee to trustee transfer to an individual retirement account or annuity described in section 402(c)(8)(B)(i) or (ii) of the Code that is established to receive the Plan distribution on behalf of the Beneficiary. For purposes of this section, a trust maintained for the benefit of one or more designated beneficiaries may be the Beneficiary to the extent provided in rules prescribed by the Secretary of Treasury. If the Participant dies after the Participant's Required Beginning Date as defined in section 7.5, the required minimum distribution in the year of death may not be transferred according to this section. The requirements of section 402(c)(11) of the Code apply to distributions under this section.

7.9 ***Mandatory Distribution of Small Amounts.*** The Plan shall make a mandatory distribution of a Participant's Account which is valued at $7,000 or less at the time of distribution. Participant or Beneficiary consent to a mandatory distribution shall

not be required. A mandatory distribution shall be made no earlier than 30 days from the date the Plan provides notice of the right to elect payment in a direct rollover, pursuant to Code section 402(f), and no later than an administratively feasible date following the end of the Plan Year in which the Participant's employment with the Employer terminates. Mandatory distributions shall be paid in a single lump sum cash payment, and in accordance with Code section 401(a)(31)(B), if the Participant or Beneficiary does not elect to have such distribution paid to an Eligible Retirement Plan in a direct rollover or receive the distribution directly, the Plan will pay the distribution in a direct rollover to an individual retirement plan designated by the Plan if the Participant has not yet attained Normal Retirement Age. Notwithstanding the foregoing, if the distribution is not an eligible rollover distribution, the distribution will be made in a single lump sum cash payment.

7.10 ***Coronavirus Related Distributions***. To the extent allowed by the Fund Sponsor, effective March 27, 2020 through December 31, 2020, an eligible Participant (as defined below) who is otherwise eligible for a distribution may elect to receive one or more distributions of any portion of the vested value of his Account not to exceed $100,000.

(a) Eligibility. A Participant is eligible for a Coronavirus Related Distribution under this section 7.9 if he certifies that he satisfies one of the following criteria:

(i) the Participant, the Participant's Spouse or the Participant's dependent (as defined in Code section 152 without regard to Code section 152(d)(1)(B)) was diagnosed with the virus SARS-CoV 2 or with coronavirus disease 2019 (COVID-19) by a test approved by the Centers for Disease Control and Prevention;

(ii) the Participant, the Participant's Spouse or a member of the Participant's household experienced adverse financial consequences as a result of:

(A) being quarantined, furloughed, laid off or having his or her work hours reduced due to such virus or disease;

(B) being unable to work due to lack of child care due to such virus or disease;

(C) closing or reducing hours of a business owned or operated by the Participant, the Participant's Spouse, or a member of the Participant's household;

(D) experiencing a reduction in pay, rescinded job offer or delayed start date for a job because of COVID-19; or

(E) meeting such other factors as may be issued in Treasury guidance.

For purposes of this section 7.9(a)(ii), a member of a Participant's household is defined as an individual who shares the Participant's principal residence.

(b) Repayment. A Participant is permitted, but is not required, to repay his Coronavirus Related Distribution(s) to the Plan in full or in part within three years of the date of the distribution in accordance with procedures established by the Plan Administrator. Any repayment made to the Plan shall not exceed the aggregate amount of the Participant's Coronavirus Related Distribution(s) and will be treated as an eligible rollover contribution.

Article VIII: Administration

8.1 ***Plan Administrator.*** The Idaho State Board of Education, located at 650 W. State Street Boise, Idaho 83720, is the administrator of this Plan and in accordance with section 8.2 has designated each institution as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan as delegated by the Board:

8.2 ***Authority of the Board.*** The Board has all the powers and authority expressly conferred upon it herein and further shall have discretionary and final authority to determine all questions concerning eligibility and contributions under the Plan, to interpret and construe all terms of the Plan, including any uncertain terms, and to determine any disputes arising under and all questions concerning administration of the Plan. Any determination made by the Board shall be given deference, if it is subject to judicial review, and shall be overturned only if it is arbitrary or capricious. In exercising these powers and authority, the Board will always exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The Board may employ attorneys, agents, and accountants, as it finds necessary or advisable to assist it in carrying out its duties. The Board may designate a person or persons other than the Board to carry out any of its powers, authority, or responsibilities. Any delegation will be set forth in writing.

8.3 ***Action of the Board.*** Any act authorized, permitted, or required to be taken by the Board under the Plan, which has not been delegated in accordance section 8.2 "Authority of the Board," may be taken by a majority of the members of the Board, by vote at a meeting. All notices, advice, directions, certifications, approvals, and instructions required or authorized to be given by the Board under the Plan will be in writing and signed by either (i) a majority of the members of the Board, or by any member or members as may be designated by the Board, as having authority to execute the documents on its behalf, or (ii) a person who becomes authorized to act for the Board in accordance with the provisions of section 8.2 "Authority of the Board." Any action taken by the Board that is authorized, permitted, or required under the Plan and is in accordance with Funding Vehicles contractual obligations are final and binding upon the Board, and all persons who have or who claim an interest under the Plan, and all third parties dealing with the Board.

8.4 ***Indemnification.*** Subject to the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et. seq., The Board will satisfy any liability actually and reasonably incurred by any members of the Board or any person to whom any power, authority or responsibility of the Board is delegated pursuant to section 8.2 "Authority of the Board" (other than the Fund Sponsors or other entities paid to perform services related to the Plan) arising out of any action (or inaction) relating to this plan. These liabilities include expenses, attorney's fees, judgments, fines, and amounts paid in connection with any threatened, pending or completed action, suit or proceeding related to the exercise (or failure to exercise) of this authority. This is in addition to whatever rights of indemnification exist under the articles of

incorporation, regulations or by-laws of the Institution, under any provision of law, or under any other agreement.

8.5 ***No Reversion.*** Under no circumstances or conditions will any Plan Contributions of the Institution revert to, be paid to, or inure to the benefit of, directly or indirectly, the Institution. However, if Plan Contributions are made by the Institution by mistake of fact, these amounts may be returned to the Institution within one year of the date that they were made, at the option of the Institution.

8.6 ***Statements.*** The Institution will determine the total amount of contributions to be made for each Participant from time to time on the basis of its records and in accordance with the provisions of this Article. When each contribution payment is made by the Institution, the Institution will prepare a statement showing the name of each Participant and the portion of the payment that is made for him or her, and will deliver the statement to the appropriate Fund Sponsors with the contributions payment. Any determination by the Institution, evidenced by a statement delivered to the Fund Sponsors, is final and binding on all Participants, their Beneficiaries or contingent annuitants, or any other person or persons claiming an interest in or derived from the contribution's payment.

8.7 ***Reporting.*** Records for each Participant under this Plan are maintained on the basis of the Plan Year. At least once a year the Fund Sponsors will send each Participant a report summarizing the status of his or her Accumulation Account(s) as of December 31 each year. Similar reports or illustrations may be obtained by a Participant upon termination of employment or at any other time by writing directly to the Fund Sponsors.

8.8 ***Administrative Expenses.*** Reasonable expenses incurred in the proper administration of the Plan may be paid from the Trust Fund. At its discretion, the Board may charge reasonable Plan administrative expenses to the Accumulation Accounts of Participants on a pro rata basis, or another reasonable basis as determined by the Board.

Article IX: Amendment and Termination

9.1 ***Amendment and Termination.*** While it is expected that this Plan will continue indefinitely, the Board reserves the right to amend, otherwise modify, or terminate the Plan, or to discontinue any further contributions or payments under the Plan, by resolution of the Board or its authorized delegate. In the event of a termination of the Plan or complete discontinuance of Plan Contributions, the Board or its authorized delegate will notify all Participants of the termination. As of the date of complete or partial termination, all Accumulation Accounts will become nonforfeitable to the extent that benefits are accrued.

9.2 ***Limitation.*** Notwithstanding the provisions of the "Amendment and Termination" section of Article IX, the following conditions and limitations apply:

(a) No amendment will be made which will operate to recapture for the Institution any contributions previously made under this Plan. However, Plan Contributions made based on a mistake of fact may be returned to the Institution within one year of the date on which the Plan Contribution was made. Also, Plan Contributions made in contemplation of approval by the Internal Revenue Service may be returned to the Institution if the Internal Revenue Service fails to approve the Plan.

(b) No amendment will deprive, take away, or alter any then accrued right of any Participant insofar as Plan Contributions are concerned.

Article X: Miscellaneous

10.1 ***Plan Non-Contractual.*** Nothing itl this Plan will be construed as a commitment or agreement on the part of any person to continue his or her employment with the Institution, and nothing in this Plan will be construed as a commitment on the part of the Institution to continue the employment or the rate of compensation of any person for any period, and all employees of the Institution will remain subject to discharge to the same extent as if the Plan had never been put into effect.

10.2 ***Claims of Other Persons.*** The provisions of the Plan will not be construed as giving any Participant or any other person, firm, entity, or corporation, any legal or equitable right against the Institution, its officers, employees, or directors, except the rights as specifically provided for in this Plan or created in accordance with the terms and provisions of this Plan.

10.3 ***Merger, Consolidation, or Transfers of Plan Assets.*** In the event of a merger or consolidation with, or transfer of assets to, another plan, each Participant will receive immediately after such action a benefit under the plan that is equal to or greater than the benefit he or she would have received immediately before a merger, consolidation, or transfer of assets or liabilities.

10.4 ***Finality of Determination.*** All determinations with respect to the crediting of Years of Service under the Plan are made on the basis of the records of the Institution, and all determinations made are final and conclusive upon employees, former employees, and all other persons claiming a benefit interest under the Plan. Notwithstanding anything to the contrary contained in this Plan, there will be no duplication of Years of Service credited to an employee for any one period of his or her employment.

10.5 ***Non-Alienation of Retirement Rights or Benefits.*** No benefit under the Plan may, at any time, be subject in any manner to alienation, encumbrance, the claims of creditors or legal process to the fullest extent permitted by law. No person will have power in any manner to transfer, assign, alienate, or in any way encumber his or her benefits under the Plan, or any part thereof, and any attempt to do so will be void and of no effect. However, this Plan will comply with any judgment, decree or order which establishes the rights of another person to all or a portion of a Participant's benefit under this Plan to the extent that it is a "qualified domestic relations order" under section 414(p) of the Code.

10.6 ***Governing Law.*** Except as provided under federal law, the provisions of the Plan are governed by and construed in accordance with the laws of the State of Idaho.

10.7 ***Forfeitures***. Any amounts forfeited under the Plan shall be used to pay expenses incurred by the Plan no later than the close of the Plan Year following the Plan Year in which the forfeiture occurred. In the event forfeitures exceed authorized Plan expenses, such forfeitures shall be allocated to Participant Accumulation

Accounts on a pro rata basis. The Plan will comply with applicable Internal Revenue Service regulations relating to forfeitures.

Article XI: Trust Provisions

11.1 ***Establishment of Trust.*** The Board shall enter into an agreement or agreements with one or more Trustees, pursuant to which the Trustee(s) shall receive and hold in trust all contributions and income paid into the Trust Fund (as defined below). The Trust Fund shall consist of mutual funds available under the Plan as investment options and all other Plan assets, except that TIAA-CREF annuity contracts or certificates (and any other annuity contracts that satisfy the requirements of §401(f) of the Code) shall not be part of the Trust Fund. It shall be prohibited at any time for any part of the Trust Fund (other than such amounts as are required or permitted to be used to pay Plan expenses) to be used for, or diverted to, purposes other than the exclusive benefit of Plan Participants and Beneficiaries except as otherwise permitted under the Code.

11.2 ***Nontransferability or Alienation of Benefits.*** No right or interest of a Plan Participant or Beneficiary shall be (a) assignable or transferable in any manner, (b)subject to any lien, or (c) liable for, or subject to any obligation or liability of any person except as otherwise permitted under the Code. The preceding sentence shall not apply to an assignment, transfer, or attachment pursuant to a qualified domestic relations order (as defined in section 414(p) of the Code) or to a lien or levy on behalf of the Internal Revenue Service.

11.3 ***Appointment of Successor and Additional Trustees.*** The Board may at any time and from time to time appoint successor Trustees and/or additional Trustees. The appointment of a successor and/or an additional Trustee shall become effective upon such Trustee's written acceptance of such appointment Upon acceptance of the appointment, each successor and/or additional Trustee shall have all the powers and duties of a Trustee. Except to the extent otherwise provided under ERISA, no successor or additional Trustee shall be personally liable for any act or omission which occurred prior to the time he or she became a Trustee.

IN WITNESS WHEREOF, the Board has caused this instrument to be executed by its duly authorized representative effective on this ____th day of _____ 2024.

Name: _____

Signature: _____

Title: _____

AMENDMENTS TO THE IDAHO STATE BOARD OF EDUCATION
TAX DEFERRED 403(b) PLAN

Purpose of Amendments: Amend the Idaho State Board of Education Tax Deferred 403(b) Plan ("Plan") to clarify the term Individual Agreement and allow Roth elective deferrals for State Board and Lewis-Clark employees.

1. Amend Section 1.15 of the Plan to read as follows effective December 2, 2024:

"Individual Agreement": The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract. This term includes both individual and group accounts and contracts.

2. Amend Section 5.2 of the Plan to read as follows effective December 2, 2024:

Small Account Balances. The terms of the Individual Agreement may permit distributions to be made in the form of a lump-sum payment, without the consent of the Participant or Beneficiary, but no such payment may be made without the consent of the Participant or Beneficiary unless the Account Balance does not exceed $7~~5~~,000 (determined without regard to any separate account that holds rollover contributions under Section 6.1) and any such distribution shall comply with the requirements of section 401(a)(31)(B) of the Code (relating to automatic distribution as a direct rollover to an individual retirement plan for distributions in excess of $1,000).

3. Amend Section 10.1 of the Plan to read as follows:

Roth Elective Deferrals Are Permitted. T~~Effective January 1, 2009, t~~he Plan accepts Roth Elective Deferrals as described in this Section 10. Roth Elective Deferrals shall be treated in the same manner as Elective Deferrals for all Plan purposes except as provided in this Section 10. Effective December 2, 2024, ~~Notwithstanding the foregoing,~~ Participants who are Employees of the Office of the Idaho State Board of Education and Lewis-Clark State College are also ~~not~~ eligible to make Roth Elective Deferrals under the Plan.

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EXPLANATION OF 2024 AMENDMENTS TO THE IDAHO STATE BOARD OF EDUCATION OPTIONAL RETIREMENT PLAN

Article IV: Plan Contributions. Fidelity is taking over as the sole recordkeeper of the ORP. There will no longer be a Revenue Sharing Account, so this provision is being deleted.

Article V: Funding Vehicles. The amendments to Article 5 reflect the addition of Fidelity and Fidelity's role as the sole recordkeeper accepting contributions after December 2, 2024. While TIAA and Corebridge may continue to hold ORP assets, new contributions will not be received by either company. Additionally, ORP Participants may transfers assets out of TIAA and Corebridge but not to them.

Article VII: Benefits.

- Fidelity will be offering different forms of benefit, so the changes to Section 7.2 reflect the new distribution options.

- Federal law requires that a Participant commence their retirement benefits no later than the Participant's required start date. This was historically the April 1 after attaining age 70-1/2. Recent tax law changes delayed the required start date for Participants' benefits, first to age 72 then to age 73. The changes to Section 7.6 reflect this delay.

- Additionally, as part of the CARES Act in response to COVID-19, 2020 required minimum distributions were waived. The changes to Section 7.6 reflect the waiver that occurred back in 2020.

- The ORP automatically distributes a Participant's small account after termination of employment. Previously, the definition of small account under the Internal Revenue Code was $5,000. This was recently increased to $7,000. The amendments to Section 7.9 reflect this increase.

- The CARES Act further allowed certain Participants to receive a COVID distribution, which had preferred tax treatment. The changes to Section 7.10 reflect those distributions that were made available to certain ORP Participants in 2020.

Article X: Miscellaneous. The amendments to Section 10.7 provide that in the event there are forfeitures, they will be used to pay ORP expenses or be allocated to Participant accounts. There will not be significant forfeitures because Participants are 100% vested. However, many plans include this information to address any forfeitures that may exist.

BOISE STATE UNIVERSITY

SUBJECT

Employment Agreement for Athletic Director Jeramiah Dickey

REFERENCE

March 2021	Board approved a five-year employment agreement for Jeramiah Dickey

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University is requesting approval to update and extend a contract for its Athletic Director, Jeramiah Dickey. In March 2021, the Board approved a five year contract naming Dickey the Athletic Director following a national search completed by Collegiate Sports Associates.

Under Dickey's leadership , Boise State Athletics has had numerous successes including:

- Implementation of the What's Next Initiative - a strategic roadmap to enhance the trajectory and sustainability of Bronco Athletics. The multi-year plan cements Boise State as a leader in the industry by strengthening four key areas: infrastructure, revenue generation, student-athlete experience, and marketability.
- Three straight years of $20+ million raised annually, with the all-time single-year fundraising record of $24.1 million in 2022.
- Launched Broncos United, an internal initiative that focuses on the investment in its most important asset - its people. The initiative keys on six areas to create a holistic environment of supporting student-athletes, coaches, and staff.
- 27 team and individual conference championships, 34 team post-season appearances, and 11 individual post-season appearances.
- Earned 21 All-Americans, 34 coach and student-athlete conference awards, and more than 230 all-conference honorees.
- Department academic records:
    - 3.42 GPA in Spring 2024,
    - 94% Graduation Success Rate
    - Academic progress Rate of 991
- Sold out all 6 home games in football for 2024.
- Highest number of football and men's basketball season tickets sold for the 2024-2025 academic year.
- More than 50 facility improvements have been completed, while 38 are ongoing that impact every single student-athlete.

- Boise State student-athletes have volunteered at nearly 400 events and more than 60 local charities and schools.

With the vision and relentless pursuit for excellence that has led to the success stated above, Boise State University requests approval to enter into a new multi-year contract with Jeramiah Dickey as the Athletic Director. A summary of the proposed terms of the agreement follows:

Term: Fixed term contract of five (5) years.

Base Compensation: $465,000 annually. The base salary will increase annually by at least 2.5% at the beginning of each fiscal year, starting in Fiscal Year 2026, which may include Change in Employee Compensation (CEC).

Signing Bonus: A one-time signing bonus payment of $75,000 will be paid within forty-five (45) days after the execution of the agreement.

Retention Bonus: A retention bonus will be paid within thirty (30) days of the dates listed below, if the Athletic Director is still employed as the Director of Athletics by the University on that date:

May 1, 2025 = $75,000
May 1, 2026 = $75,000
May 1, 2027 = $75,000
May 1, 2028 = $100,000
May 1, 2029 = $100,000

Housing Allowance: $54,000 annually to be paid in equal bi-weekly payments, for costs associated with housing.

Buy-Out Provision: If Athletic Director terminates this Agreement for convenience, Athletic Director shall pay, or cause to be paid, to the University, as liquidated damages and not a penalty, the following sum:

a) $250,000 if terminated on or before December 31, 2025; and
b) $175,000 if terminated between January 1, 2026 and Dec. 31, 2027; and
c) $100,000 if terminated between January 1, 2028 and June 30, 2029.

Incentives:

Pay for Performance – Academic:

Academic Progress Rate (APR):

If the departmental Academic Progress Rate (APR) scores meets one of the following levels, the corresponding incentive payment will be paid by the University:

APR Score	Incentive Pay
970-979	$10,000
980-989	$15,000
990-999	$20,000
1000	$25,000

Grade Point Average (GPA)
If the single semester grade point average for the student-athletes collectively in a given semester is 3.0 or higher, the Athletic Director shall receive $7,500 per semester, not to exceed $15,000 per academic year. This payment may be earned for the fall and spring semesters only.

Pay for Performance - Athletic:

Overall Department Athletic Performance:

Team Specific Achievements:

Football team participates in conference championship	$10,000
Football team wins the conference championship	$10,000
Team participates in a non-CFP Bowl Game	$20,000
Men's basketball team, either reaches 18 regular season wins or reaches post-season play	$10,000
One of the five teams (women's soccer, women's volleyball, women's basketball, women's gymnastics or women's softball) reaches post-season play	$10,000

College Football Playoff (CFP):

Team participates in a first-round game of the CFP (including a first-round bye)	$25,000
Team participates in a CFP quarterfinal game	$25,000
Team participates in a CFP semifinal game	$50,000
Team participates in the CFP national championship	$75,000
Team prevails as the CFP Champions	$100,000

All incentive pay amounts will be cumulative within the categories described below and will in no event exceed the cumulative total supplemental compensation payment amounts in one contract year:

a) $80,000 - Overall Department Athletic Performance, Team Specific Achievements, Academic Progress Rate and Grade Point Average Incentive Pay
b) $275,000 - College Football Playoff (CFP)

IMPACT

The sources of funds for the Athletic Director's salary include program and media revenue, donations and other non-appropriated funds.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Redline of Proposed Contract to Model Agreement
Attachment 3 – Redline of Proposed Contract to Current Agreement
Attachment 4 – Maximum Compensation Calculation
Attachment 5 – APR Summary
Attachment 6 – Base Salary and Incentive Comparison
Attachment 7 – Liquidated Damages Comparison

BOARD STAFF COMMENTS AND RECOMMENDATIONS[JM1]

The proposed employment agreement is in substantial compliance with the Board-approved model contract, with a base salary of $465,000 that increases annually by 2.5% throughout the duration of the proposed 5-year contract. Also included is a one-time signing bonus of $75,000, annual retention bonus, and $54,000 per year housing allowance.

The contract reflects the positive trajectory of the Boise State University's Athletic Department and includes incentives tied to both academic and athletic outcomes, ensuring performance is rewarded across key areas.

It should be noted that Board Policy II.H requires all "contracts must be submitted for Board approval prior to the contract effective date." The term of this contract starts July 1, 2024. This contract also would be the first time that the Board has approved a housing allowance for any college or university employee, other than the president.

Board staff recommends approval of the proposed multi-year employment agreement with Jeramiah Dickey as Boise State University Athletic Director. This agreement secures the continued success and leadership that has been integral to Boise State Athletics accomplishments and ensures that the university retains strong leadership in this role.

BOARD ACTION

I motion to approve the request by Boise State University to enter into a new multi-year agreement as proposed with Jeramiah Dickey, Athletic Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (this "Agreement") is entered into by and between Boise State University (the "University") and Jeramiah Dickey ("Athletic Director").

ARTICLE 1

1.1 Employment. Subject to the terms and conditions of this Agreement, the University shall employ Jeramiah Dickey as the Athletic Director of its intercollegiate athletics program (the "Program"). Athletic Director represents and warrants that he is fully qualified to serve, and is available for employment in this capacity.

1.2 Reporting Relationship. The Athletic Director shall report and be responsible directly to the University's President (the "President"). Athletic Director shall abide by the instructions of the President and shall confer with the President or the President's designee as necessary on administrative and technical matters.

1.3 Duties. Athletic Director shall manage and supervise the Program and shall perform such other duties as the President may assign and as may be described elsewhere in this Agreement. In addition to the duties described herein, Athletic Director will be wholly committed to development of student-athletes and their academic success, create a clear, inspiring, and articulable vision for the Program, develop a sustainable, long-term financial plan that supports that vision, including a plan for fundraising, donor stewardship, investment in facilities and revenue generation, and demonstrate a comprehensive understanding of and commitment to meeting the highest NCAA compliance standards.

ARTICLE 2

2.1 Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on July 1, 2024 and terminating, without further notice to either party, on June 30, 2029 (the "Term") unless terminated sooner in accordance with other provisions of this Agreement. This Agreement is subject to, and contingent upon the prior approval of the State Board of Education acting as the Board of Trustees of Boise State University, and if that approval and final execution occurs after July 1, 2024, the Agreement will be retroactive to July 1, 2024.

2.2 Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Athletic Director, both of which must be in writing and signed by the parties. Renewal may be subject to, and contingent upon the prior approval of the State Board of Education acting as the Board of Trustees of Boise State University. This Agreement in no way grants to Athletic Director a claim to tenure in employment, nor shall Athletic Director'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 Athletic Director's services and satisfactory performance of this Agreement, the University shall provide to Athletic Director compensation as set forth herein. Accompanying such compensation shall be:

a) An annual salary of $465,000 (Base Salary), payable in bi-weekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the President and approved by the Board.

b) The Base Salary will increase by at least 2.5% at the beginning of each fiscal year. Beginning in Fiscal Year 2026, annual increases may be in addition to, or inclusive of, Change in Employee Compensation (CEC) increases, if given, at the President's discretion.

c) A one-time signing bonus payment of $75,000 will be paid within forty-five (45) days after the execution of this agreement and final Board of Education approval.

d) A retention bonus will be paid within thirty (30) days of the dates listed below, if the Athletic Director is still employed as the Director of Athletics by the University on that date:
May 1, 2025 = $75,000
May 1, 2026 = $75,000
May 1, 2027 = $75,000
May 1, 2028 = $100,000
May 1, 2029 = $100,000

e) The University shall provide the Athletic Director with an annual allowance of $54,000, to be paid in equal bi-weekly payments, for costs associated with housing. Athletic Director shall be solely responsible for the home, and the University shall have no responsibility in the maintenance or management thereof. Specifically, the University will not be responsible for upkeep, maintenance, utilities, insurance, property taxes, or any similar or related responsibility associated with the Athletic Director's home.

f) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional employees, provided that Athletic Director qualifies for such benefits by meeting all applicable eligibility requirements; 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, Athletic Director shall be responsible for insurance premiums for personal use of the vehicle; and

h) Except as otherwise stated herein, Athletic Director shall receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level, provided that Athletic Director qualifies for such benefits by meeting all applicable eligibility requirements; and

i) The University shall provide Athletic Director with one full country club membership at all times during the Term of this Agreement, subject to availability, reasonable University business rules, processes and limitations which may lead to certain out of pocket expenses by Athletic Director (for example, for food, beverages, cart rentals and the like); and

j) Athletic Director's spouse and children will be eligible for travel alongside Athletic Director for post season tournaments and bowl games.

Athletic Director 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 Athletic Director 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 Athletic Director may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year the University shall pay supplemental Athletic Director incentive compensation as follows:

3.2.1 Athletic Team Specific Achievement Incentive Pay:

Football team:	
Participates in the conference championship game	$10,000
Wins the conference championship game	$10,000
Participates in a non-CFP Bowl Game	$20,000
Men's basketball team:	
Wins 18 regular season games or reaches the NCAA Basketball Tournament	$10,000
Any one of five teams (women's soccer, women's volleyball, women's basketball, women's gymnastics or women's softball) reaches post-season play	$10,000

The maximum payment per year is $10,000 whether one or all five teams reach postseason competition.

3.2.2 Academic Achievement Incentive Pay.

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

a) If the annual department APR rating is between 970-979, Athletic Director will receive $10,000; or
b) If the annual department APR rating is between 980-989, Athletic Director will receive $15,000; or
c) If the annual department APR rating is between 990-999, Athletic Director will receive $20,000; or
d) If the annual department APR rating is 1000, Athletic Director will receive $25,000.

Grade Point Average:
Grade Point Average Pay may be earned for each academic year if the single semester grade point average for the student-athletes collectively in the following semesters are 3.0 or higher:

a) Fall Semester = $7,500
b) Spring Semester = $7,500

This payment may be earned for the fall and spring semesters only, summer or intersession times are not considered except when intersession classes are transcripted as part of the fall or spring semester.

3.2.3 College Football Playoff ("CFP")

Team participates in a first-round game of the CFP (including a first-round bye)	$25,000
Team participates in a quarterfinal game of the CFP	$25,000
Team participates in the semifinal game of the CFP	$50,000
Team participates in the national championship game of the CFP	$75,000
Team prevails as the College Football Playoff Champions	$100,000

3.2.4. 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 below and shall in no event exceed the cumulative total supplemental compensation payment amounts in any one contract Year:

a) $80,000 - Overall Department Athletic Performance, Athletic Team Specific Achievements, Academic Progress Rate and Grade Point Average Incentive Pay (3.2.1 and 3.2.2)
b) $275,000 - College Football Playoff ("CFP") (3.2.3)

If the Athletic Director qualifies for any supplemental compensation, it shall be paid within forty-five (45) days of the occurrence, as long as the Athletic Director remains continuously employed as the Athletic Director on the date of the 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 above. If the Athletic Director is the Athletic Director for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

Any supplemental compensation awarded for Academic Progress Rate shall be paid as soon as reasonably practicable following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as the Athletic Director remains continuously employed as the Athletic Director on that date.

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

3.3 Media. Agreements requiring Athletic Director to participate in media programs related to his duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media products and all parties desiring public appearances by Athletic Director. Athletic Director agrees to cooperate with the University in order for the programs to be successful, and agrees to provide his services to and perform on the programs and to cooperate in their production, broadcasting and telecasting. It is understood that neither Athletic Director nor any Department employees shall appear without prior written approval of the President on any competing radio or television program (including but not limited to a 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 President, Athletic Director shall not appear in any commercial endorsements.

3.4 Footwear; Apparel; Equipment. Athletic Director 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 Athletic Director, during official practices and games and during times when Athletic Director or the Department 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, Athletic Director shall submit all outside consulting agreements to the University for review and approval prior to execution. The Athletic Director shall also report such outside income to the University in accordance with Section

4.2 of this Agreement. Athletic Director further agrees that Athletic Director 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.

3.5 General Conditions of Compensation. All compensation provided by the University to the Athletic Director is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which the Athletic Director participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to the Athletic Director, 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 Athletic Director's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Athletic Director, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1 Devote Athletic Director's full time and best efforts to the performance of Athletic Director's duties under this Agreement and effectively manage the Athletic Department while performing the duties and responsibilities customarily associated with the position of an athletic director at a Division 1 FBS level university;

4.1.2 Develop and implement programs and procedures with respect to the evaluations of all Program sport participants to enable them to compete successfully and reasonably protect their health, safety, and well-being;

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

4.1.4 Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees, conferences in which the University is a member (Conference), and the NCAA; supervise and take appropriate steps to ensure that the Department's employees know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the President and to the Department's Director of NCAA Compliance if Athletic Director 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. Athletic Director shall cooperate fully with the University and the Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education (Board of Trustees) Governing Policies and Procedures and Rule Manual; (b) the University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conferences of which the University is a member;

4.1.5 Comply with additional reporting requirements, such as those in the Title IX policy and the Clery Act.

4.1.6 Make diligent, good faith efforts to maintain and cultivate effective working relationships with governing boards, associations, conferences, committees, alumni, the media, the public, students, faculty, and staff;

4.1.7 Develop effective internal communications with all members of the Department so that an efficient and effective athletics program will be maintained;

4.1.8 Supervise and manage the Department to ensure, to the maximum extent possible, that all staff act in the best interest of the University, as a whole, and follow applicable University policies, State Board of Education policies, NCAA, and applicable conference rules and regulations at all times. Remain open to feedback, both positive and negative, on the performance and actions of Program staff;

4.1.9 Manage Departmental fiscal areas consistent with State Board of Education policies and the policies of the University;

4.1.10 Take reasonable steps to maintain student-athlete graduations within six (6) years at a rate equal to or better than the general University student body; and

4.1.11 Make every effort, with due consideration for the unique work schedules of the Program, to fully engage other campus leaders as a member of the University's executive team including participating in leadership meetings, attending leadership functions, and making efforts to collaborate directly with executive team peers.

4.2 Outside Activities. Athletic Director shall not undertake any business, professional or personal activities, or pursuits that would prevent Athletic Director from devoting Athletic Director's full-time and best efforts to the performance of Athletic Director's duties under this Agreement, that would otherwise detract from those duties in any manner, or that in the opinion of the University, would reflect adversely upon the University or the Program. Any outside business or professional activities must be disclosed and reported to the President. Subject to the terms and conditions of this Agreement, Athletic Director may, with the prior written approval of the President, enter into separate arrangements for outside activities and endorsements which are consistent with Athletic Director's obligations under this Agreement. Athletic Director may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the President (such approval not to be unreasonably withheld).

4.3 Outside Income. In accordance with NCAA rules, Athletic Director shall obtain prior written approval from the President (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 the University. In no event shall Athletic Director 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 University's Board of Trustees, the conferences in which the University is a member, or the NCAA.

4.4 Hiring Authority. Athletic Director shall have the responsibility and sole authority for the hiring and termination of Program personnel; provided, however, any decision to hire or terminate a Head Coach shall, when necessary or appropriate, be subject to approval by the President, which shall not be unreasonably withheld. Additionally, such decisions shall, when necessary or appropriate, be subject to the approval of the University's Board of Trustees.

4.6 Scheduling. Athletic Director shall make decisions with respect to the scheduling of competitions for sports in the Program.

4.7 Other Athletic Director Opportunities. Athletic Director shall not, under any circumstances, interview or negotiate for employment as an Athletic Director at any other institution of higher education requiring performance of duties prior to the expiration of this Agreement without providing 48 hours prior notice to the President. Such notice shall not be considered a waiver of Athletic Director's obligations hereunder, including but not limited to the notice, payment and other obligations of sections 5.3.2 and 5.3.3.

4.8 Disclosure of Criminal Proceedings, Serious Misconduct, and Discipline. Athletic Director warrants that prior to signing this Agreement, he has disclosed and will continue to disclose if he 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, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Athletic Director was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where he 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 Athletic Director is on notice of any accusation.

ARTICLE 5

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

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

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

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

c) A deliberate or material violation by Athletic Director of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, its conferences, or the NCAA, including but not limited to any such violation by Athletic Director which may have occurred during the employment of Athletic Director at another NCAA or NAIA member institution;

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

e) Any conduct of Athletic Director that constitutes moral turpitude or that, in the reasonable and good faith determination of the President, would be prejudicial to the best interests of the University or the Program;

f) The failure of Athletic Director to represent the University and the Program positively in public and private forums;

g) The failure of Athletic Director to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law (but excluding isolated, minor NCAA infractions) or the policies, rules or regulations of the University, the University's Board of Trustees, the conference, or the NCAA;

h) The failure of Athletic Director to report a known violation of any applicable law (but excluding isolated, minor NCAA infractions) or the policies, rules or regulations of the University, the University's Board of Trustees, its conferences, or the NCAA, by one of Athletic Director's employees for whom Athletic Director is administratively responsible, or a member of any team in the Program;

i) A deliberate or material violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, its conferences, or the NCAA, by one of Athletic

Director's employees for whom Athletic Director is administratively responsible, or a member of any team in the Program if Athletic Director knew or reasonably should have known of the violation and could have prevented it by ordinary supervision;

j) The failure of Athletic Director to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.8 of this Agreement;

k) The refusal or unwillingness of Athletic Director to comply with any valid or legal directive of President;

l) Athletic Director's engagement in dishonesty, illegal conduct, or misconduct, which, in each case, is injurious to University or its reputation;

m) Athletic Director's embezzlement, misappropriation, or fraud, whether or not related to the Athletic Director's employment with the University;

n) Athletic Director's conviction of or plea of guilty or *nolo contendere*, or the entry of a withheld judgment to a crime what constitutes a felony or misdemeanor (but excluding traffic infractions), if such felony or misdemeanor is work-related, materially impairs the Athletic Director's ability to perform duties for the University, or results in reputational harm to the University or the State Board of Education;

o) Athletic Director's violation of University's written policies, or codes of conduct, including written policies related to discrimination, harassment, performance of illegal or unethical activities, and ethical misconduct, which violation is material, or is not material but in the University's judgment, reflects materially adversely on the University or its Program;

p) Athletic Director's unauthorized disclosure of Confidential Information, which information and disclosure is material, or is not material, but in the University's judgment, reflects materially adversely on the University or its Program; or

q) Athletic Director's engagement in conduct that brings University or the State Board of Education material negative publicity or into public disgrace, embarrassment, or disrepute.

5.1.2 Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, or termination, the President or the President's designee (to be designated in writing) shall provide Athletic Director with written notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Athletic Director shall then have a reasonable opportunity to respond. After Athletic Director responds or fails to respond, the University shall notify, in writing, Athletic Director 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 Athletic Director, 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. However, any amounts due or earned (whether monetary or other benefits) by Athletic Director as of the time of termination for good and adequate cause shall still be paid to Athletic Director by the University.

5.1.4 If found by the NCAA to be in violation of NCAA regulations, Athletic Director 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 Athletic Director was employed.

5.1.5 In the event of non-renewal or termination of Athletic Director's employment, Athletic Director will use all accumulated annual leave prior to the end of the contract period.

5.2 Termination of Athletic Director 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 Athletic Director.

5.2.2 In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Athletic Director, as liquidated damages and not a penalty, Base Salary set forth in 3.1.1 a), and housing allowance set forth in section 3.1.1 e), reduced by all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends, or until Athletic Director obtains other employment, whichever occurs first. In addition, any unpaid supplemental compensation under section 3.2, which has been earned by Athletic Director prior to termination, would be paid.

Liquidated damages are subject to mitigation and offset such that Athletic Director must use reasonable best efforts to obtain other employment, commensurate with his skills and experience as an athletic director at a Division 1 FBS level university, during the original term of this Agreement and, in the event Athletic Director obtains other comparable employment of any kind or nature after such termination (including but not limited to consulting work for a consultant or through Athletic Director's own created entity), then the amount of compensation the University

pays will be adjusted and reduced by the amount of compensation paid Athletic Director as a result of such other comparable employment.

In addition, Athletic Director will be entitled to continue with the University benefits Athletic Director is eligible for as if Athletic Director remained a University employee until the end of the Term this Agreement until Athletic Director obtains employment of any kind or nature (including but not limited to consulting work for a consultant or through Athletic Director's own created entity), whichever occurs first. Athletic Director shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

Athletic Director 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 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. Athletic Director agrees not to accept employment for compensation at less than the fair value of Athletic Director's services, as determined by all circumstances existing at the time of employment. Athletic Director further agrees to repay to the University all compensation paid to Athletic Director by the University after the date he obtains other employment, to which he is not entitled under this provision. Athletic Director acknowledges and agrees that the University will withhold taxes and other payroll deductions from the payments due Athletic Director pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by legal counsel, or had the opportunity to do so, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Athletic Director may lose certain benefits, supplemental compensation, or outside compensation relating to his 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 Athletic Director shall constitute adequate and reasonable compensation to Athletic Director for the damages and injury suffered by Athletic Director 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 Athletic Director for Convenience.

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

5.3.2 Athletic Director, for his own convenience, may terminate this Agreement 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. If Athletic Director terminates this Agreement for

convenience at any time, all obligations of the University shall cease as of the effective date of the termination. However, any amounts due or earned (whether monetary or other benefits) by Athletic Director as of the date of termination shall still be paid to Athletic Director by the University.

5.3.3 If Athletic Director terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Athletic Director terminates this Agreement for convenience, Athletic Director shall pay, or cause to be paid, to the University, as liquidated damages and not a penalty, the following sum:

(a) $250,000 if the Agreement is terminated on or before December 31, 2025; and

(b) $175,000 if the Agreement is terminated between January 1, 2026 and December 31, 2027, inclusive; and

(c) $100,000 if the Agreement is terminated between January 1, 2028 and June 30, 2029, inclusive.

If Athletic Director terminates this Agreement for his convenience at a time when Dr. Marlene Tromp no longer is employed as the President at Boise State University, OR for reasons other than to accept employment with an employer which is an educational institution or professional sports team or organization, then Athletic Director shall not owe any liquidated damages to the University.

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 percent (8%) per annum until paid.

If Athletic Director 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 Athletic Director and the amount of liquidated damages owed shall be calculated as of the date Athletic Director begins such employment.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations, or had the opportunity to do so, 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 Athletic Director, in addition to potentially increased compensation costs if Athletic Director 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 Athletic Director 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 Athletic Director. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Athletic Director terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Athletic Director terminates this Agreement for convenience, Athletic Director 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 Athletic Director.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Athletic Director: becomes totally or permanently disabled as defined by the University's disability insurance carrier; becomes, in the sole judgment of the President, based upon the written opinion of a licensed physician competent to provide such an opinion, unable to perform the essential functions of the position of Athletic Director for a period of at least ninety (90) consecutive days; or dies.

5.4.2 If this Agreement is terminated because of Athletic Director's death, Athletic Director's salary and all other benefits shall terminate as of the last day worked, except that Athletic Director's personal representative or other designated beneficiary shall be paid all compensation earned and due (including any Supplemental Compensation earned under section 3.2, but not yet paid, as of the effective date of termination) 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 Athletic Director's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Athletic Director becomes totally or permanently disabled or becomes unable to perform the essential functions of the position of Athletic Director for a period of at least ninety (90) consecutive days, both as more fully described in section 5.4.1, all salary and other benefits shall terminate, except that Athletic Director shall be entitled to receive any compensation due (including any Supplemental Compensation earned under section 3.2, but not yet paid, as of the effective date of termination) or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.4.4 Nothing herein shall be deemed to be a waiver by Athletic Director of any rights under the Americans with Disabilities Act or any subsequent amendment.

5.5 Interference by Athletic Director. In the event of termination or suspension, Athletic Director agrees that he will not interfere or communicate with the University's student-athletes or coaches, or otherwise obstruct the University's ability to transact business or operate the Program.

5.6 No Liability. Other than what Athletic Director is or shall be entitled to under this Agreement, the University shall not be liable to Athletic Director 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 of Athletic Director, regardless of the circumstances.

5.7 Waiver of Rights. Because Athletic Director is receiving a multi-year contract and the opportunity to receive incentive compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Athletic Director, or

terminates this Agreement for good or adequate cause or for convenience, Athletic Director 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 by the Board of Trustees and its Governing Policies and Procedures Manual, and the University Policy Manual.

ARTICLE 6

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

6.2 University Property. All personal property (excluding vehicle(s) provided through the trade-out program), material, and articles of information including without limitation, keys, identification cards, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Athletic Director by the University or developed by Athletic Director on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Athletic Director'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, Athletic Director shall immediately cause any such personal property, materials, and articles of information in Athletic Director's possession or control to be delivered to the President or the President's Designee.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without 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 as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the Ada County 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 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 (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. Athletic Director hereby consents and agrees that this document may be released and made available to the public after it is signed by Athletic Director. Athletic Director further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

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:	President Boise State University 1910 University Drive Boise, Idaho 83725
with a copy to:	General Counsel Boise State University 1910 University Drive Boise, Idaho 83725-1002
Athletic Director:	Jeramiah Dickey 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. Athletic Director 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 University's Board of Trustees.

6.16 Opportunity to Consult with Attorney. Athletic Director acknowledges that he has had the opportunity to consult with 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	ATHLETIC DIRECTOR
Dr. Marlene Tromp President	Jeramiah Dickey
_____Date	Date

Approved by the Board of Trustees on the ____ day of ____, 2024.

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~

~~(template adopted by Idaho State Board of Education, _____, 2018)~~

EMPLOYMENT AGREEMENT

This Employment Agreement (this "Agreement~~)~~") is entered into by and between _____~~(~~Boise State University (~~College),~~the "University") and _____ ~~(Coach).~~Jeramiah Dickey ("Athletic Director").

ARTICLE 1

1.1 ~~1.1.~~ Employment. ~~-~~Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ ~~Coach~~Jeramiah Dickey as the ~~head coach~~ Athletic Director of its intercollegiate ~~(Sport) team (Team) (or~~athletics program (the "Program"). Athletic Director ~~of Athletics). Coach (Director)~~ represents and warrants that ~~Coach~~he is fully qualified to serve, and is available for employment~~,~~ in this capacity.

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

~~1.3.~~1.3 Duties. ~~Coach~~ Athletic Director shall manage and supervise the ~~Team~~Program and shall perform such other duties ~~in the University (College)'s athletic program as the Director~~as the President may assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time,~~In addition to ~~reassign Coach to~~ the duties ~~at the University (College) other than as head coach of the Team, provided~~described herein, Athletic Director will be wholly committed to development of student-athletes and their academic success, create a clear, inspiring, and articulable vision for the Program, develop a sustainable, long-term financial plan that ~~Coach's compensation and benefits shall not be affected by any such reassignment, except~~supports that ~~the opportunity~~vision, including a plan for fundraising, donor stewardship, investment in facilities and revenue generation, and demonstrate a comprehensive understanding of and commitment to ~~earn supplemental compensation as provided in Sections 3.2.1 through (depending on supplemental pay provisions used) shall cease~~meeting the highest NCAA compliance standards.

ARTICLE 2

~~2.1.~~2.1 Term. ~~–~~This Agreement is for a fixed-term appointment of ~~(~~ ~~___~~ five (5) years, commencing on ~~_____~~ July 1, 2024 and terminating, without further notice to ~~Coach~~either party, on ~~_____~~ June 30, 2029 (the "Term") unless ~~sooner~~ terminated sooner in accordance with other provisions of this Agreement. This Agreement is subject to, and contingent upon the prior approval of the State Board of Education acting as the Board of Trustees of Boise State University, and if that approval and final execution occurs after July 1, 2024, the Agreement will be retroactive to July 1, 2024.

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

ARTICLE 3

3.1 ~~3.1~~ Regular Compensation.

3.1.1 ~~3.1.1~~ In consideration of ~~Coach's~~Athletic Director's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to ~~Coach~~Athletic Director compensation as set forth herein. Accompanying such compensation shall be:

a) ~~a)~~ An annual salary of ~~$_____ per year,~~$465,000 (Base Salary), payable in ~~biweekly~~bi-weekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the ~~Director and Chief Executive Officer~~President and approved by the Board~~;~~.

b) ~~b) The opportunity~~The Base Salary will increase by at least 2.5% at the beginning of each fiscal year. Beginning in Fiscal Year 2026, annual increases may be in addition to ~~receive such employee benefits as the~~ , or inclusive of, Change in Employee Compensation (CEC) increases, if given, at the President's discretion.

c) A one-time signing bonus payment of $75,000 will be paid within forty-five (45) days after the execution of this agreement and final Board of Education approval.

d) A retention bonus will be paid within thirty (30) days of the dates listed below, if the Athletic Director is still employed as the Director of Athletics by the University ~~(College)~~ on that date:
May 1, 2025 = $75,000
May 1, 2026 = $75,000
May 1, 2027 = $75,000
May 1, 2028 = $100,000
May 1, 2029 = $100,000

e) The University shall provide the Athletic Director with an annual allowance of $54,000, to be paid in equal bi-weekly payments, for costs associated with housing. Athletic Director shall be solely responsible for the home, and the University shall have no responsibility in the maintenance or management thereof. Specifically, the University will not be responsible for upkeep, maintenance, utilities, insurance, property taxes, or any similar or related responsibility associated with the Athletic Director's home.

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

g) ~~c) The opportunity to receive such employee benefits as the University (College)'s~~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, Athletic Director shall be responsible for insurance premiums for personal use of the vehicle; and

h) Except as otherwise stated herein, Athletic Director shall receive such employee benefits as the University's Department of Athletics (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~~, provided that Athletic Director qualifies for such benefits~~.~~ by meeting all applicable eligibility requirements; and

i) ~~Coach~~The University shall provide Athletic Director with one full country club membership at all times during the Term of this Agreement, subject to availability, reasonable University business rules, processes and limitations which may lead to certain out of pocket expenses by Athletic Director (for example, for food, beverages, cart rentals and the like); and

j) Athletic Director's spouse and children will be eligible for travel alongside Athletic Director for post season tournaments and bowl games.

Athletic Director understands and agrees that financial conditions may require the ~~Chief Executive Officer~~President, in the ~~Chief Executive Officer's~~President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~Chief Executive Officer~~President may determine to be necessary to meet such challenges~~.~~; provided that any furlough applied to Athletic Director 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~~Athletic Director may be less than the salary stated in Section 3.1.1(a) above.

~~3.2~~ 3.2 Supplemental Compensation

~~3.2.3.~~ . Each year the ~~Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~University shall pay supplemental Athletic Director incentive compensation as follows:

3.2.~~2 Each year the~~1 Athletic Team ~~is ranked~~Specific Achievement Incentive Pay:

Football team:	
Participates in the conference championship game	$10,000
Wins the conference championship game	$10,000
Participates in a non-CFP Bowl Game	$20,000
Men's basketball team:	
Wins 18 regular season games or reaches the NCAA Basketball Tournament	$10,000

Any one of five teams (women's soccer, women's volleyball, women's basketball, women's gymnastics or women's softball) reaches post-season play $10,000
The maximum payment per year is $10,000 whether one or all five teams reach postseason competition.

3.2.~~top~~ 2 Academic Achievement Incentive Pay.

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

a) If the annual department APR rating is between 970-979, Athletic Director will receive $10,000; or
b) If the annual department APR rating is between 980-989, Athletic Director will receive $15,000; or
c) If the annual department APR rating is between 990-999, Athletic Director will receive $20,000; or
d) If the annual department APR rating is 1000, Athletic Director will receive $25,000.

Grade Point Average:
Grade Point Average Pay may be earned for each academic year if the single semester grade point average for the student-athletes collectively in the following semesters are 3.0 or higher:

a) Fall Semester = $7,500
b) Spring Semester = $7,500

This payment may be earned for the fall and spring semesters only, summer or intersession times are not considered except when intersession classes are transcripted as part of the fall or spring semester.

3.2.3 ~~in the (~~ College Football Playoff ("CFP")

Team participates in a first-round game of the CFP (including a first-round bye) $25,000

Team participates in a quarterfinal game of the CFP $25,000

Team participates in the semifinal game of the CFP $50,000

Team participates in the national ~~rankings~~championship game of ~~sport's division),~~the CFP $75,000

Team prevails as the College Football Playoff Champions $100,000

3.2.4. Conditions for payment of Athletic and ~~if Coach continues~~Academic Achievement supplemental compensation.

All Incentive Pay amounts pursuant to ~~be~~ Section 3.2 shall be cumulative within each of the following sections described below and shall in no event exceed the cumulative total supplemental compensation payment amounts in any one contract Year:

a) $80,000 - Overall Department Athletic Performance, Athletic Team Specific Achievements, Academic Progress Rate and Grade Point Average Incentive Pay (3.2.1 and 3.2.2)
b) $275,000 - College Football Playoff ("CFP") (3.2.3)

If the Athletic Director qualifies for any supplemental compensation, it shall be paid within forty-five (45) days of the occurrence, as long as the Athletic Director remains continuously employed as the Athletic Director on the date of the occurrence. Provided, however, if conditions beyond the control of the University ~~(College)'s head (Sport) coach as of the ensuing July 1st,~~prevent the University ~~(College) shall pay Coach~~from hosting home competitions at full capacity, supplemental compensation ~~in an amount equal to (amount or computation) of Coach's Annual Salary in effect on~~ may be less than the ~~date of~~amounts in Sections 3.2 above. If the ~~final poll. The University (College) shall determine~~Athletic Director is the ~~appropriate manner in which it shall pay Coach~~Athletic Director for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

Any supplemental compensation awarded for Academic Progress Rate shall be paid as soon as reasonably practicable following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as the Athletic Director remains continuously employed as the Athletic Director on that date.

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

3.3 Media. Agreements requiring Athletic Director to participate in media programs related to his duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media products and all parties desiring public appearances by Athletic Director. Athletic Director agrees to cooperate with the University in order for the programs to be successful, and agrees to provide his services to and perform on the programs and to cooperate in their production, broadcasting and telecasting. It is understood that neither Athletic Director nor any Department employees shall appear without prior written approval of the President on any competing radio or television program (including but not limited to a 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 President, Athletic Director shall not appear in any commercial endorsements.

3.4 Footwear; Apparel; Equipment. Athletic Director

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

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

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

~~3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))** Coach agrees that the University (College) has the exclusive right to operate youth (Sport) camps on its campus using University (College) facilities. The University (College) shall allow Coach the opportunity to earn supplemental compensation by assisting with the University (College)'s camps in Coach's capacity as a University (College) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University (College)'s (Sport) camps. Coach also agrees that Coach will perform all~~

obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University (College)'s summer (Sport) camps, the University (College) shall pay Coach (amount) per year as supplemental compensation during each year of employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment).

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

a) The summer youth camp operation reflects positively on the University (College) and the Department;

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

c) Assistant coaches at the University (College) are given priority when Coach or the private enterprise selects coaches to participate;

d) Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) Coach or the private enterprise enters into a contract with University (College) and (campus concessionaire) for all campus goods and services required by the camp.

f) Coach or private enterprise pays for use of University (College) facilities including the _____.

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

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

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

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

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

~~3.2.7 Coach~~ agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including ~~Coach~~Athletic Director, during official practices and games and during times when ~~Coach~~Athletic Director or the ~~Team~~Department is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head (Sport) coach.~~. In order to avoid entering into an agreement with a competitor of ~~(Company Name), Coach~~any University selected vendors, Athletic Director shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. ~~Coach~~The Athletic Director shall also report such outside income to the University ~~(College)~~ in accordance with ~~NCAA (or NAIA) rules. Coach~~Section 4.2 of this Agreement. Athletic Director further agrees that ~~Coach~~Athletic Director will not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.~~3~~5 General Conditions of Compensation. ~~-~~All compensation provided by the University ~~(College)~~ to ~~Coach~~the Athletic Director is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which ~~Coach~~the Athletic Director participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to ~~Coach~~the Athletic Director, 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.~~4.1 ~~Coach's~~Athletic Director's Specific Duties and Responsibilities. ~~–~~In consideration of the compensation specified in this Agreement, ~~Coach~~Athletic Director, in addition to the obligations set forth elsewhere in this Agreement, shall:

~~4.1.1.~~4.1.1 Devote ~~Coach's~~Athletic Director's full time and best efforts to the performance of ~~Coach's~~Athletic Director's duties under this Agreement and effectively manage the Athletic Department while performing the duties and responsibilities customarily associated with the position of an athletic director at a Division 1 FBS level university;

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

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

~~4.1.4.~~4.1.4 Know, recognize, and comply with all applicable laws~~,~~ and ~~with~~ the policies, rules and regulations of the University ~~(College),~~, the University's Board~~,~~ of Trustees, conferences in which the ~~conference,~~University is a member (Conference), and the NCAA ~~(or NAIA);~~; supervise and take appropriate steps to ensure that ~~Coach's assistant coaches, any other~~the Department's 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~~President and to the ~~Department's~~Department's Director of NCAA Compliance if ~~Coach~~Athletic Director has reasonable cause to believe that any person or entity, including without limitation representatives of the ~~University (College)'s~~University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. ~~Coach~~Athletic Director shall cooperate fully with the University ~~(College)~~ and the Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit B.~~ The applicable laws, policies, rules, and regulations include: (a) State Board ~~policies; (b) University (College)'s (Faculty Staff) Handbook; (c) University (College)'s Administrative~~ of Education (Board of Trustees) Governing Policies and Procedures and Rule Manual; (~~d~~) b) the University's Policy Manual; (c) the policies of the Department; (~~e~~d) NCAA ~~(or NAIA)~~ rules and regulations; and (~~f~~e) the rules and regulations of the ~~(Sport) conference~~conferences of which the University ~~(College)~~ is a member~~.~~;

4.1.5 Comply with additional reporting requirements, such as those in the Title IX policy and the Clery Act.

4.1.6 Make diligent, good faith efforts to maintain and cultivate effective working relationships with governing boards, associations, conferences, committees, alumni, the media, the public, students, faculty, and staff;

4.1.7 Develop effective internal communications with all members of the Department so that an efficient and effective athletics program will be maintained;

4.1.8 Supervise and manage the Department to ensure, to the maximum extent possible, that all staff act in the best interest of the University, as a whole, and follow applicable University policies, State Board of Education policies, NCAA, and applicable conference rules and regulations at all times. Remain open to feedback, both positive and negative, on the performance and actions of Program staff;

4.1.9 Manage Departmental fiscal areas consistent with State Board of Education policies and the policies of the University;

4.1.10 Take reasonable steps to maintain student-athlete graduations within six (6) years at a rate equal to or better than the general University student body; and

4.1.11 Make every effort, with due consideration for the unique work schedules of the Program, to fully engage other campus leaders as a member of the University's executive team including participating in leadership meetings, attending leadership functions, and making efforts to collaborate directly with executive team peers.

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

4.3 ~~NCAA (or NAIA) Rules.~~ Outside Income. In accordance with NCAA ~~(or NAIA)~~ rules, ~~Coach~~Athletic Director shall obtain prior written approval from the ~~University (College)'s Chief Executive Officer~~President (such approval not to be unreasonably withheld) for all athletically~~-~~-related and other business-related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits ~~to~~in accordance with the ~~University (College)'s Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June~~

~~30th.~~Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to the University ~~(College).~~. In no event shall ~~Coach~~Athletic Director accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University ~~(College),~~, the University's Board of Trustees, the ~~conference~~conferences in which the University is a member, or the NCAA ~~(or NAIA).~~.

4.4 Hiring Authority. ~~Coach~~Athletic Director shall have the responsibility and ~~the~~ sole authority ~~to recommend to the Director~~for the hiring and termination of ~~assistant coaches for the Team, but the~~ Program personnel; provided, however, any decision to hire or terminate ~~an assistant coach~~a Head Coach shall, when necessary or appropriate, be ~~made~~subject to approval by the ~~Director and~~President, which shall not be unreasonably withheld. Additionally, such decisions shall, when necessary or appropriate, be subject to the approval of ~~Chief Executive Officer and the~~the University's Board of Trustees.

4.~~5~~6 Scheduling. ~~Coach shall consult with, and may make recommendations to, the Director or the Director's designee~~Athletic Director shall make decisions with respect to the scheduling of ~~Team~~ competitions~~, but the final decision shall be made by the Director or the Director's designee~~ for sports in the Program.

4.~~6~~7 Other ~~Coaching~~Athletic Director Opportunities. ~~Coach~~ Athletic Director shall not, under any circumstances, interview ~~for,~~or negotiate for~~, or accept~~ employment as ~~a coach~~an Athletic Director 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~~providing 48 hours prior ~~approval of~~notice to the ~~Director.~~ President. Such ~~approval~~notice shall not ~~unreasonably~~ be ~~withheld.~~considered a waiver of Athletic Director's obligations hereunder, including but not limited to the notice, payment and other obligations of sections 5.3.2 and 5.3.3.

4.~~7~~8 Disclosure of Criminal Proceedings, Serious Misconduct~~. Coach~~, and Discipline. Athletic Director warrants that prior to signing this Agreement, ~~Coach~~he has disclosed and will continue to disclose if ~~Coach~~he has been accused of, investigated for, convicted of, or pled guilty or no contest to ~~a~~, or received a withheld judgment for a felony or misdemeanor ~~involving~~, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Athletic Director was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where ~~Coach~~he was employed. ~~-~~ "Serious misconduct" is defined as any act of harassment prohibited by law, including sexual ~~violence~~harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or ~~any assault that employs the use of a deadly weapon~~dishonesty or ~~causes serious bodily injury.~~

~~4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through~~fiscal misconduct. Any disclosure after the date of ~~the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University (College) are the property of the University (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the 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~~ Agreement shall be made as soon as possible, but 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 (College)'s designated media outlets~~later than 72 hours after Athletic Director is on notice of any accusation.

ARTICLE 5

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

5.1.1 ~~5.1.1~~ In addition to the definitions contained in applicable policies, rules and regulations, the University ~~(College)~~ and ~~Coach~~Athletic Director 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~~material violation of ~~Coach's~~Athletic Director's duties under this Agreement or the refusal or unwillingness of ~~Coach~~Athletic Director to perform such duties in good faith and to the best of ~~Coach's~~Athletic Director's abilities;

b) The failure of ~~Coach~~Athletic Director to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University ~~(College);~~;

c) A deliberate or ~~major~~material violation by ~~Coach~~Athletic Director of any applicable law or the policies, rules or regulations of the University ~~(College),~~ the University's Board~~, the conference~~ of Trustees, its conferences, or the NCAA ~~(NAIA),~~ including but not limited to any such violation by Athletic Director which may have occurred during the employment of ~~Coach~~Athletic Director at another NCAA or NAIA member institution;

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

e) Any conduct of ~~Coach~~Athletic Director that constitutes moral turpitude or that ~~would~~, in the ~~University (College)'s judgment, reflect adversely on the University (College) or its athletic programs;~~ reasonable and good faith determination of the President, would be prejudicial to the best interests of the University or the Program;

f) The failure of ~~Coach~~Athletic Director to represent the University ~~(College) and its athletic programs~~and the Program positively in public and private forums;

g) ~~g)~~ The failure of ~~Coach~~Athletic Director to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law ~~or the~~ (but excluding isolated, minor NCAA infractions) or the policies, rules or regulations of the University ~~(College),~~ the University's Board of Trustees, the conference, or the NCAA ~~(NAIA);~~;

h) ~~h)~~ The failure of ~~Coach~~Athletic Director to report a known violation of any applicable law (but excluding isolated, minor NCAA infractions) or the policies, rules or regulations of the University ~~(College),~~ the University's Board~~, the conference~~ of Trustees, its conferences, or the NCAA ~~(NAIA),~~ by one of ~~Coach's assistant coaches, any other~~Athletic Director's employees for whom ~~Coach~~Athletic Director is administratively responsible, or a member of any team in the ~~Team; or~~Program;

i) ~~i) A~~A deliberate or material violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~ the University's Board~~, the conference~~ of Trustees, its conferences, or the NCAA ~~(NAIA),~~ by one of ~~Coach's assistant coaches, any other~~Athletic Director's employees for whom ~~Coach~~Athletic

Director is administratively responsible, or a member of any team in the ~~Team~~Program if ~~Coach~~Athletic Director knew or reasonably should have known of the violation and could have prevented it by ordinary supervision~~.~~;

i) ~~i)~~ The failure of ~~Coach~~Athletic Director to disclose ~~Serious Misconduct~~any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.~~7~~8 of this Agreement~~.~~;

k) ~~5.1.2~~ The refusal or unwillingness of Athletic Director to comply with any valid or legal directive of President;

l) Athletic Director's engagement in dishonesty, illegal conduct, or misconduct, which, in each case, is injurious to University or its reputation;

m) Athletic Director's embezzlement, misappropriation, or fraud, whether or not related to the Athletic Director's employment with the University;

n) Athletic Director's conviction of or plea of guilty or *nolo contendere*, or the entry of a withheld judgment to a crime what constitutes a felony or misdemeanor (but excluding traffic infractions), if such felony or misdemeanor is work-related, materially impairs the Athletic Director's ability to perform duties for the University, or results in reputational harm to the University or the State Board of Education;

o) Athletic Director's violation of University's written policies, or codes of conduct, including written policies related to discrimination, harassment, performance of illegal or unethical activities, and ethical misconduct, which violation is material, or is not material but in the University's judgment, reflects materially adversely on the University or its Program;

p) Athletic Director's unauthorized disclosure of Confidential Information, which information and disclosure is material, or is not material, but in the University's judgment, reflects materially adversely on the University or its Program; or

q) Athletic Director's engagement in conduct that brings University or the State Board of Education material negative publicity or into public disgrace, embarrassment, or disrepute.

5.1.2 Suspension~~, reassignment,~~ or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: ~~-~~before the effective date of the suspension, ~~reassignment,~~ or termination, the ~~Director~~President or the ~~Director's~~President's designee (to be designated in writing) shall provide ~~Coach~~Athletic Director with written 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~~Athletic Director shall then have ~~an~~a reasonable opportunity to respond. After ~~Coach~~Athletic Director responds or fails to respond, the University ~~(College)~~ shall notify ~~Coach~~, in writing, Athletic Director whether, and if so when, the action will be effective.

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

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

5.1.5 ~~5.2~~ In the event of non-renewal or termination of Athletic Director's employment, Athletic Director will use all accumulated annual leave prior to the end of the contract period.

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

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

5.2.2 ~~5.2.2~~ In the event that the University ~~(College)~~ terminates this Agreement for its own convenience, the University ~~(College)~~ shall be obligated to pay ~~Coach~~Athletic Director, as liquidated damages and not a penalty, the ~~salary~~base compensation, along with increases set forth in ~~Section~~section 3.1.1~~(a), excluding~~ b), remaining in this Agreement that Athletic Director would have received but for termination, reduced by all deductions required by law, on the regular paydays of the University ~~(College)~~ until the ~~term~~Term of this Agreement ends, or until ~~Coach~~Athletic Director obtains ~~reasonably comparable~~other employment, whichever

occurs first. ~~-~~In addition, any unpaid supplemental compensation under section 3.2, which has been earned by Athletic Director prior to termination, would be paid.

Liquidated damages are subject to mitigation and offset such that Athletic Director must use reasonable best efforts to obtain other employment, commensurate with his skills and experience as an athletic director at a Division 1 FBS level university, during the original term of this Agreement and, in the event ~~Coach~~Athletic Director obtains other comparable employment of any kind or nature after such termination~~,~~ (including but not limited to consulting work for a consultant or through Athletic Director's own created entity), then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid ~~Coach~~Athletic Director as a result of such other ~~employment, such adjusted compensation to be calculated for each University pay period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach~~comparable employment.

In addition, Athletic Director will be entitled to continue with the University ~~(College) health insurance plan and group life insurance~~benefits Athletic Director is eligible for as if ~~Coach~~Athletic Director remained a University ~~(College)~~ employee until the ~~term~~end of the Term this Agreement ~~ends or~~ until ~~Coach~~Athletic Director obtains ~~reasonably comparable~~ employment ~~or~~of any ~~other employment providing Coach with~~kind or nature (including but not limited to consulting work for a ~~reasonably comparable health plan and group life insurance,~~consultant or through Athletic Director's own created entity), whichever occurs first. ~~Coach~~Athletic Director shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. ~~Coach~~

Athletic Director 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~~Athletic Director agrees not to accept employment for compensation at less than the fair value of Athletic Director's services, as determined by all circumstances existing at the time of employment. Athletic Director further agrees to repay to the University all compensation ~~received from~~paid to Athletic Director by the University ~~(College)~~ after the date he obtains other employment, to which he is ~~obtained~~not entitled under this provision. Athletic Director acknowledges and agrees that the University will withhold taxes and other payroll deductions from the payments due Athletic Director pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 ~~5.2.3~~ The parties have both been represented by legal counsel, or had the opportunity to ~~consult with, legal counsel~~do so, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that

~~Coach~~Athletic Director may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with the University ~~(College),~~, which damages are extremely difficult to determine with certainty. ~~-~~The parties further agree that the payment of such liquidated damages by the University ~~(College)~~ and the acceptance thereof by ~~Coach~~Athletic Director shall constitute adequate and reasonable compensation to ~~Coach~~Athletic Director for the damages and injury suffered by ~~Coach~~Athletic Director because of such termination by the University ~~(College).~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 ~~5.3~~ Termination by ~~Coach~~Athletic Director for Convenience.

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

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

5.3.2 ~~5.3.3~~ . If ~~Coach~~Athletic Director terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. However, any amounts due or earned (whether monetary or other benefits) by Athletic Director as of the date of termination shall still be paid to Athletic Director by the University.

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

(a) $250,000 if the Agreement is terminated on or before December 31, 2025; and

(b) $175,000 if the Agreement is terminated between January 1, 2026 and December 31, 2027, inclusive; and

(c) $100,000 if the Agreement is terminated between January 1, 2028 and June 30, 2029, inclusive.

If Athletic Director terminates this Agreement for his convenience at a time when Dr. Marlene Tromp no longer is employed as the President at Boise State University, OR for reasons other than to accept employment with an employer which is an educational institution or

professional sports team or organization, then Athletic Director shall not owe any liquidated damages to the University.

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

If Athletic Director 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 Athletic Director and the amount of liquidated damages owed shall be calculated as of the date Athletic Director begins such employment.

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

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

5.4 ~~5.4~~ Termination due to Disability or Death of ~~Coach.~~ Athletic Director.

5.4.1 ~~5.4.1~~ Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if ~~Coach~~Athletic Director: becomes totally or permanently disabled as defined by the ~~University (College)'s~~University's disability insurance carrier~~,~~; becomes, in the sole judgment of the President, based upon the written opinion of a licensed physician competent to provide such an opinion, unable to perform the essential functions of the position of ~~head coach,~~Athletic Director for a period of at least ninety (90) consecutive days; or dies.

5.4.2 ~~5.4.2~~ If this Agreement is terminated because of ~~Coach's~~Athletic Director's death, ~~Coach's~~Athletic Director's salary and all other benefits shall terminate as of the last day worked, except that ~~Coach's~~Athletic Director's personal representative or other designated beneficiary shall be paid all compensation ~~due or unpaid~~earned and due (including any Supplemental Compensation earned under section 3.2, but not yet paid, as of the effective date of termination) and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to ~~Coach's~~Athletic Director's estate or beneficiaries thereunder.

5.4.3 ~~5.4.3~~ If this Agreement is terminated because ~~Coach~~Athletic Director becomes totally or permanently disabled ~~as defined by the University (College)'s disability insurance carrier,~~ or becomes unable to perform the essential functions of the position of ~~head coach~~Athletic Director for a period of at least ninety (90) consecutive days, both as more fully described in section 5.4.1, all salary and other benefits shall terminate, except that ~~Coach~~Athletic Director shall be entitled to receive any compensation due (including any Supplemental Compensation earned under section 3.2, but not yet paid, as of the effective date of termination) or unpaid and any disability-related benefits to which ~~Coach~~he is entitled by virtue of employment with the University~~ (College).~~.

5.4.4 ~~5.5~~ Nothing herein shall be deemed to be a waiver by Athletic Director of any rights under the Americans with Disabilities Act or any subsequent amendment.

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

5.6 ~~5.6~~ No Liability. ~~The University (College) shall~~ Other than what Athletic Director is or shall be entitled to under this Agreement, the University shall not be liable to ~~Coach~~Athletic Director 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~~Athletic Director, regardless of the circumstances.

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

ARTICLE 6

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

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

6.3 ~~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 ~~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 ~~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 ~~6.6~~ Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho~~.~~ as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the Ada County courts of the state of Idaho.

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

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

6.9 ~~6.9~~ Confidentiality. ~~This Agreement~~Athletic Director hereby consents and agrees that this document may be released and made available to the public after it is signed by Athletic Director. Athletic Director further agrees that all documents and reports ~~Coach~~he is required to produce under this Agreement may be released and made available to the public ~~by~~at the ~~University (College).~~ University's sole discretion.

6.10 ~~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 ~~(College):~~ ~~Director of Athletics~~: President
~~_____~~Boise State University
~~_____~~1910 University Drive
Boise, Idaho 83725

with a copy to: ~~Chief Executive Officer~~ General Counsel
~~_____~~Boise State University
~~_____~~1910 University Drive

~~Coach:~~ ~~_____~~
Boise, Idaho 83725-1002

Athletic Director: Jeramiah Dickey
Last known address on file with
~~University (College)'s~~University's Human Resource Services

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

6.11 ~~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 ~~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 ~~6.13~~ Non~~-~~-Use of Names and Trademarks. ~~Coach~~Athletic Director shall not, without the ~~University (College)'s~~University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (~~College) (~~including contraction, abbreviation or simulation), except in the course and scope of his official University ~~(College)~~ duties.

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

6.15 ~~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 University's Board ~~if required under Board Policy II.H~~of Trustees.

6.16 ~~6.16~~ Opportunity to Consult with Attorney. ~~Coach~~Athletic Director acknowledges that ~~Coach~~he has had the opportunity to consult with 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

~~University (College)~~ ~~Coach~~

~~Signature:~~_____ ~~Signature:~~_____

~~Printed~~ ~~Name:~~_____ ~~Printed~~ ~~Name:~~_____

~~Chief Executive Officer~~

~~Date:~~_____ ~~Date:~~_____

President

_____
Dr. Marlene Tromp

ATHLETIC DIRECTOR

_____
Jeramiah Dickey

Date Date

Approved by the ~~Idaho State~~ Board of ~~Education~~Trustees on the ____ day of _____, ~~20__.~~____, 2024.

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

EMPLOYMENT AGREEMENT

This Employment Agreement (this "Agreement") is entered into by and between Boise State University (the "University~~"),~~") and Jeramiah Dickey ("Athletic Director").

ARTICLE 1

1.1 Employment. Subject to the terms and conditions of this Agreement, the University shall employ Jeramiah Dickey as the Athletic Director of its intercollegiate athletics program (the "Program"). Athletic Director represents and warrants that he is fully qualified to serve, and is available for employment in this capacity.

1.2 Reporting Relationship. The Athletic Director shall report and be responsible directly to the University's President (the "President"). Athletic Director shall abide by the instructions of the President and shall confer with the President or the President's designee as necessary on administrative and technical matters.

1.3 Duties. Athletic Director shall manage and supervise the Program and shall perform such other duties as the President may assign and as may be described elsewhere in this Agreement. In addition to the duties described herein, Athletic Director will be wholly committed to development of student~~-~~athletes and their academic success, create a clear, inspiring, and articulable vision for the Program, develop a sustainable, long-term financial plan that supports that vision, including a plan for fundraising, donor stewardship, investment in facilities and revenue generation, and demonstrate a comprehensive understanding of and commitment to meeting the highest NCAA compliance standards. ~~The University shall have the right, at any time, to reassign Athletic Director to duties at the University other than as Athletic Director, provided that Athletic Director's compensation and benefits shall not be affected by such reassignment, except that the opportunity to earn supplemental compensation and incentives as provided in section 3.1.3 shall cease.~~

ARTICLE 2

2.1 Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on ~~January 16, 2021~~July 1, 2024 and terminating, without further notice to either party, on ~~December 31, 2025~~June 30, 2029 (the "Term") unless terminated sooner in accordance with other provisions of this Agreement. This Agreement is subject to, and contingent upon the prior approval of the State Board of Education acting as the Board of Trustees of Boise State University, and if that approval and final execution occurs after July 1, 2024, the Agreement will be retroactive to July 1, 2024.

2.2 Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Athletic Director, both of which must be in writing and signed by the parties. Renewal may be subject to, and contingent upon the prior approval of the State Board of Education acting as the Board of Trustees of Boise State University. This Agreement in no way grants to Athletic Director a claim to tenure in employment, nor shall Athletic Director'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 Athletic Director's services and satisfactory performance of this Agreement, the University shall provide to Athletic Director compensation as set forth herein. Accompanying such compensation shall be:

a) An annual salary of $465,000 (Base Salary), payable in bi-weekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the President and approved by the Board.

b) The Base Salary will increase by at least 2.5% at the beginning of each fiscal year. Beginning in Fiscal Year 2026, annual increases may be in addition to, or inclusive of, Change in Employee Compensation (CEC) increases, if given, at the President's discretion.

c) A one-time signing bonus payment of $75,000 will be paid within forty-five (45) days after the execution of this agreement and final Board of Education approval.

d) A retention bonus will be paid within thirty (30) days of the dates listed below, if the Athletic Director ~~shall~~is still employed as the Director of Athletics by the University on that date:
May 1, 2025 = $75,000
May 1, 2026 = $75,000
May 1, 2027 = $75,000
May 1, 2028 = $100,000
May 1, 2029 = $100,000

e) The University shall provide the Athletic Director with an annual allowance of $54,000, to be paid in equal bi-weekly payments, for costs associated with housing. Athletic Director shall be solely responsible for the home, and the University shall have no responsibility in the maintenance or management thereof. Specifically, the University will not be responsible for upkeep, maintenance, utilities, insurance, property taxes, or any similar or related responsibility associated with the Athletic Director's home.

~~a)~~f) The opportunity to receive such employee benefits as the University provides generally to non-faculty professional ~~staff~~ employees, provided that Athletic Director qualifies for such benefits by meeting all applicable eligibility requirements; 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, Athletic Director shall be responsible for insurance premiums for personal use of the vehicle; and

~~b)~~h) Except as otherwise stated herein, Athletic Director shall receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level, provided that Athletic Director qualifies for such benefits by meeting all applicable eligibility requirements; and ~~except that in the event of non-renewal or termination of Athletic Director's employment, Athletic Director must use accumulated vacation/annual leave prior to the end date of employment or the leave will be forfeited and not paid out; and;~~

~~) Payment or reimbursement of all reasonable moving expenses in accordance with University policy, in an amount not to exceed $15,000; and~~

~~) Payment of $25,000 in transitional allowance to offset expenses incurred during the transition to Boise State University.~~

~~3.1.8 Base Salary: The University shall pay Athletic Director a Base Salary of $410,000 per year (prorated for partial years) of this Agreement. Additionally, the Base Salary will increase annually by at least 2% at the sole discretion of the President after determination by the President that the annual goals the President sets for Athletic Director are successfully achieved. Athletic Director may be eligible to receive the Change in Employee Compensation (CEC) increase, if approved by the Idaho Legislature. The CEC, if granted, may be incorporated as part of the increase.~~

~~3.1.11. In addition to the Base Salary, the University shall pay Athletic Director Incentive Compensation as set forth below. Such payments shall be made within forty-five (45) days of the occurrence of the event (or in the case of the grade point average, after all finalized grades are posted) where the incentive criteria was met while the Athletic Director was employed in that position.~~

~~) For Overall Department Athletic Performance: For the National Association of Directors of Collegiate Athletics (NACDA) Director's Cup National Sports Award final year end rankings:~~

Department Rank	Incentive Pay
Top 40	$15,000
Top 60	$10,000
Top 75	$5,000

) For Academic Performance: As long as the annual departmental average National Collegiate Athletic Association ("NCAA") Academic Progress Rate ("APR") scores meet the following levels, the following applicable incentive payments will be paid by the University:

Department APR Score	Incentive pay
970-979	$10,000
980-989	$15,000
990-999	$20,000
1000	$25,000

1.

) For Football Bowl Game Appearances: If the University football team plays in an NCAA approved post-season bowl game, one of the following incentive payments will be made by the University, as applicable:

College Football Playoff (CFP) game = $35,000
New Year's Six game = $30,000
Non-CFP bowl game = $20,000

) Additional Incentive Compensation

0) If the single semester grade point average for the student- athletes collectively in a given semester is 3.0 or higher, Athletic Director shall receive $7,500 per semester, not to exceed $15,000 per academic year. This payment may be earned for the fall and spring semesters only, summer or intersession times are not considered except when intersession classes are transcripted as part of the fall or spring semester.

0) If the Football team wins or ties for the conference divisional championship, Athletic Director shall receive $7,500.

0) If the Football team wins a conference football championship game, Athletic Director shall receive $10,000.

0) If the men's basketball team either reaches 18 regular season wins or reaches postseason play, Athletic Director shall receive $10,000.

0) If the women's soccer team, the women's volleyball team, the women's basketball team, the women's gymnastics team, or the women's softball team reaches postseason play,

~~Athletic Director shall receive $7,500. The maximum payment per year is $7,500 whether one or all five teams reach postseason competition.~~

~~) Each of the above incentives are intended to reward the achievement of each individual occurrence and are cumulative, provided that the cumulative total of payments shall in no event exceed $50,000 annually.~~

~~3.1.51 The University annually shall provide or make arrangements through the Department trade-out program one (1) full-size automobile subject to and according to the policy of the Board and the University. Insurance premiums for the assigned vehicle shall be paid by Athletic Director. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted.~~

~~3.1.53~~i) The University shall provide Athletic Director with one full country club membership at all times during the Term of this Agreement, subject to availability, reasonable University business rules, processes and limitations which may lead to certain out of pocket expenses by Athletic Director (for example, for food, beverages, cart rentals and the like~~).~~); and

j) Athletic Director's spouse and children will be eligible for travel alongside Athletic Director for post season tournaments and bowl games.

Athletic Director 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 Athletic Director 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 Athletic Director may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation. Each year the University shall pay supplemental Athletic Director incentive compensation as follows:

3.2.1 Athletic Team Specific Achievement Incentive Pay:

Football team:	
Participates in the conference championship game	$10,000
Wins the conference championship game	$10,000
Participates in a non-CFP Bowl Game	$20,000

Men's basketball team:
Wins 18 regular season games or reaches the NCAA Basketball Tournament $10,000

Any one of five teams (women's soccer, women's volleyball, women's basketball, women's gymnastics or women's softball) reaches post-season play $10,000

The maximum payment per year is $10,000 whether one or all five teams reach postseason competition.

3.2.2 Academic Achievement Incentive Pay.

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

a) If the annual department APR rating is between 970-979, Athletic Director will receive $10,000; or
b) If the annual department APR rating is between 980-989, Athletic Director will receive $15,000; or
c) If the annual department APR rating is between 990-999, Athletic Director will receive $20,000; or
d) If the annual department APR rating is 1000, Athletic Director will receive $25,000.

Grade Point Average:
Grade Point Average Pay may be earned for each academic year if the single semester grade point average for the student-athletes collectively in the following semesters are 3.0 or higher:

a) Fall Semester = $7,500
b) Spring Semester = $7,500

This payment may be earned for the fall and spring semesters only, summer or intersession times are not considered except when intersession classes are transcripted as part of the fall or spring semester.

3.2.3 College Football Playoff ("CFP")

Team participates in a first-round game of the CFP (including a first-round bye)	$25,000
Team participates in a quarterfinal game of the CFP	$25,000
Team participates in the semifinal game of the CFP	$50,000
Team participates in the national championship game of the CFP	$75,000
Team prevails as the College Football Playoff Champions	$100,000

3.2.4. 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 below and shall in no event exceed the cumulative total supplemental compensation payment amounts in any one contract Year:

a) $80,000 - Overall Department Athletic Performance, Athletic Team Specific Achievements, Academic Progress Rate and Grade Point Average Incentive Pay (3.2.1 and 3.2.2)

b) $275,000 - College Football Playoff ("CFP") (3.2.3)

If the Athletic Director qualifies for any supplemental compensation, it shall be paid within forty-five (45) days of the occurrence, as long as the Athletic Director remains continuously employed as the Athletic Director on the date of the 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 above. If the Athletic Director is the Athletic Director for a partial calendar year, Academic Achievement Incentive Pay will be prorated for any partial calendar year.

Any supplemental compensation awarded for Academic Progress Rate shall be paid as soon as reasonably practicable following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), as long as the Athletic Director remains continuously employed as the Athletic Director on that date.

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

~~3.2~~ 3.3 Media. Agreements requiring Athletic Director to participate in media programs related to his duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media products and all parties desiring public appearances by Athletic Director. Athletic Director agrees to cooperate with the University in order for the programs to be successful, and agrees to provide his services to and perform on the programs and to cooperate in their production, broadcasting and telecasting. It is understood that neither Athletic Director nor any ~~assistant~~ Department employees shall appear without prior written approval of the President on any competing radio or television program (including but not limited to a 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 President, Athletic Director shall not appear in any commercial endorsements.

~~3.2.1~~ 3.4 Footwear; Apparel; Equipment. Athletic Director 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 Athletic Director, during official practices and games and during times when Athletic Director or ~~any part of~~ the ~~Program~~Department is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of ~~the University~~University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Athletic Director shall submit all outside consulting agreements to the University for review and approval prior to execution. The Athletic Director shall also report such outside income to the University in accordance with Section 4.2 of this Agreement. Athletic Director further agrees that Athletic Director 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.

~~3.3~~ 3.5 General Conditions of Compensation. All ~~payments~~compensation provided ~~for in this Agreement shall be paid through~~ by the ~~University's normal bi-weekly payroll with~~University to the ~~applicable~~ Athletic Director is subject to deductions and withholdings as required by law ~~and applicable deductions as directed by Athletic Director.~~

3.5 Athletic Director's spouseor the terms and children will be eligible for travel alongsideconditions of any fringe benefit in which the Athletic Director for post season tournaments or bowl games, as determinedparticipates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to the Athletic Director, such fringe benefit shall be based only on a case by case basisthe compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit programPresident.

ARTICLE 4

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

4.1.1 Devote Athletic Director's full time and best efforts to the performance of Athletic Director's duties under this Agreement and effectively manage the Athletic Department while performing the duties and responsibilities customarily associated with the position of an athletic director at a Division 1 FBS level university;

4.1.2 Develop and implement programs and procedures with respect to the evaluations of all Program sport participants to enable them to compete successfully and reasonably protect their health, safety, and well-being;

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

4.1.4 Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees, conferences in which the University is a member~~,~~ (Conference), and the NCAA; supervise and take appropriate steps to ensure that the Department's employees know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the President and to the Department's Director of NCAA Compliance if Athletic Director 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. Athletic Director shall cooperate fully with the University and the Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education (Board of Trustees) Governing Policies and Procedures and Rule Manual; (b) the University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conferences of which the University is a member;

4.1.5 Comply with additional reporting requirements, such as those in the Title IX policy and the Clery Act.

4.1.~~5.~~6 Make diligent, good faith efforts to maintain and cultivate effective working relationships with governing boards, associations, conferences, committees, alumni, the media, the public, students, faculty, and staff;

4.1.7 Develop effective internal communications with all members of the Department so that an efficient and effective athletics program will be maintained;

4.1.8 Supervise and manage the Department to ~~insure~~ensure, to the maximum extent possible, that all staff act in the best interest of the University, as a whole, and follow applicable University policies, State Board of Education policies, NCAA, and applicable conference rules and regulations at all times. Remain open to feedback, both positive and negative, on the performance and actions of Program staff;

~~4.1.6~~ 4.1.9 Manage Departmental fiscal areas consistent with State Board of Education policies and the policies of the University; ~~and,~~

~~4.1.7~~ 4.1.10 Take reasonable steps to maintain student-athlete graduations within six (6) years at a rate equal to or better than the general University student body~~.~~; and

4.1.11 Make every effort, with due consideration for the unique work schedules of the Program, to fully engage other campus leaders as a member of the University's executive team including participating in leadership meetings, attending leadership functions, and making efforts to collaborate directly with executive team peers.

~~4.2~~ 4.2 Outside Activities. Athletic Director shall not undertake any business, professional or personal activities, or pursuits that would prevent Athletic Director from devoting Athletic Director's full~~-~~time and best efforts to the performance of Athletic Director's duties under this

Agreement, that would otherwise detract from those duties in any manner, or that in the opinion of the University, would reflect adversely upon the University or the Program. Any outside business or professional activities must be disclosed and reported to the President. Subject to the terms and conditions of this Agreement, Athletic Director may, with the prior written approval of the President, enter into separate arrangements for outside activities and endorsements which are consistent with Athletic Director's obligations under this Agreement. Athletic Director may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the President. (such approval not to be unreasonably withheld).

4.3 NCAA Rules.4.3 Outside Income. In accordance with NCAA rules, Athletic Director shall obtain prior written approval from the President (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 to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th.in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to the University. In no event shall Athletic Director 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 University's Board of Trustees, the conferences in which the University is a member, or the NCAA.

4.4 4.4 Hiring Authority. Athletic Director shall have the responsibility and sole authority for the hiring and termination of Program personnel; provided, however, any decision to hire or terminate a Head Coach shall, when necessary or appropriate, be madesubject to approval by the President, in the President's sole discretion, following recommendation by Athletic Director, andwhich shall not be unreasonably withheld. Additionally, such decisions shall, when necessary or appropriate, be subject to the approval of the University's Board of Trustees.

4.5 4.6 Scheduling. Athletic Director shall make decisions with respect to the scheduling of competitions for sports in the Program.

4.6 4.7 Other Athletic Director Opportunities. Athletic Director shall not, under any circumstances, interview or negotiate for employment as an Athletic Director at any other institution of higher education requiring performance of duties prior to the expiration of this Agreement without theproviding 48 hours prior approval ofnotice to the President. Such approval shall not unreasonably be withheld andnotice shall not be considered a waiver of Athletic Director's obligations hereunder, including but not limited to the notice, payment and other obligations of sections 5.3.2 and 5.3.3.

4.8 Disclosure of Criminal Proceedings, Serious Misconduct, and Discipline. Athletic Director warrants that prior to signing this Agreement, he has disclosed and will continue to disclose if he 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, has been accused of serious misconduct in a civil suit or internal process at any prior institution where Athletic Director was employed, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where he 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 Athletic Director is on notice of any accusation.

ARTICLE 5

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

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

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

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

c) A deliberate or material violation by Athletic Director of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, its conferences, or the NCAA, including but not limited to any such violation by Athletic Director which may have occurred during the employment of Athletic Director at another NCAA or NAIA member institution;

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

e) Any conduct of Athletic Director that constitutes moral turpitude or that, in the reasonable and good faith determination of the President, would be prejudicial to the best interests of the University or the Program;

f) The failure of Athletic Director to represent the University and the Program positively in public and private forums;

g) The failure of Athletic Director to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law (but excluding ~~infractions)or the~~isolated, minor NCAA infractions) or the policies, rules or regulations of the University, the University's Board of Trustees, the conference, or the NCAA;

~~policies, rules or regulations of the University, the University's Board of Trustees, the conference, or the NCAA;~~

h) The failure of Athletic Director to report a known violation of any applicable law (but excluding isolated, minor NCAA infractions) or the policies, rules or regulations of the University, the University's Board of Trustees, its conferences, or the NCAA, by one of Athletic Director's employees for whom Athletic Director is administratively responsible, or a member of any team in the Program;

i) ~~A~~A deliberate or material violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, its conferences, or the NCAA, by one of Athletic Director's employees for whom Athletic Director is administratively responsible, or a member of any team in the Program if Athletic Director knew or reasonably should have known of the violation and could have prevented it by ordinary supervision;

j) The failure of Athletic Director to disclose any criminal proceeding or accusation or finding of serious misconduct as required in Section 4.8 of this Agreement;
~~4.7 of this Agreement;~~

k) The ~~failure~~refusal or unwillingness of Athletic Director to comply with any valid or legal directive of President;

l) Athletic Director's engagement in dishonesty, illegal conduct, or misconduct, which, in each case, is injurious to University or its reputation;

m) Athletic Director's embezzlement, misappropriation, or fraud, whether or not related to the Athletic Director's employment with the University;

n) Athletic Director's conviction of or plea of guilty or *nolo contendere*, or the entry of a withheld judgment to a crime what constitutes a felony or misdemeanor (but excluding traffic infractions), if such felony or misdemeanor is work-related, materially impairs the Athletic Director's ability to perform duties for the University, or results in reputational harm to the University or the State Board of Education;

~~n)~~ Athletic Director's violation of University's written policies, or codes of conduct, including written policies related to discrimination, harassment, performance of illegal or unethical activities, and ethical misconduct, which violation is material, or is

o) not material but in the University's ~~judgement~~judgment, reflects materially adversely on the University or its Program;

~~o)~~p) Athletic Director's unauthorized disclosure of Confidential Information, which information and disclosure is material, or is not material, but in the University's judgment, reflects materially adversely on the University or its Program; or

~~p)~~q) Athletic Director's engagement in conduct that brings University or the State Board of Education material negative publicity or into public disgrace, embarrassment, or disrepute.

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 President or ~~his~~the President's designee (to be designated in writing) shall provide Athletic Director with written notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Athletic Director shall then have a reasonable opportunity to respond. After Athletic Director responds or fails to respond, the University shall notify, in writing, Athletic Director 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 Athletic Director, 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. However, any amounts due or earned (whether monetary or other benefits) by Athletic Director as of the time of termination for good and adequate cause shall still be paid to Athletic Director by the University.

5.1.4 If found by the NCAA to be in violation of NCAA regulations, Athletic Director 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 Athletic Director was employed.

5.1.5 In the event of non-renewal or termination of Athletic Director's employment, Athletic Director will use all accumulated annual leave prior to the end of the contract period.

5.2 Termination of Athletic Director 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 Athletic Director.

5.2.2 In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay Athletic Director, as liquidated damages and not a penalty, ~~only the remaining, unpaid~~ Base Salary ~~(plus any increases)~~set forth in 3.1.1 a), and housing allowance set forth in section 3.1.~~2,~~1 e), reduced by all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends~~. Provided, however, in the event Athletic Director obtains other~~, or until Athletic Director obtains other employment, whichever occurs first. In addition, any unpaid supplemental compensation under section 3.2, which has been earned by Athletic Director prior to termination, would be paid.

~~employment of any kind or nature after such termination,~~

Liquidated damages are subject to mitigation and offset such that Athletic Director must use reasonable best efforts to obtain other employment, commensurate with his skills and experience as an athletic director at a Division 1 FBS level university, during the original term of this Agreement and, in the event Athletic Director obtains other comparable employment of any kind or nature after such termination (including but not limited to consulting work for a consultant or through Athletic Director's own created entity), then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Athletic Director as a result of such other comparable employment~~, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.2 (before deductions required by law) by the gross compensation paid to Athletic Director under the other employment, then subtracting from this adjusted gross compensation deduction according to law.~~.

In addition, Athletic Director will be entitled to continue ~~his health insurance plan and group life insurance (but no other 3.1.1 compensation)~~ with the University benefits Athletic Director is eligible for as if ~~he~~ Athletic Director remained a University employee until the end of the Term ~~of~~ this Agreement ~~ends or~~ until Athletic Director obtains employment ~~or~~of any ~~other employment,~~kind or nature (including but not limited to consulting work for a consultant or through Athletic Director's own created entity), whichever occurs first. ~~Athletic Director shall not be entitled to any other form or amount of 3.1.3 (unless earned and vested prior to date of notice of termination), 3.1.4, or 3.1.5 compensation after the University's date of notice of termination pursuant to 5.2.1.~~ Athletic Director shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. ~~Athletic Director specifically agrees to inform the University within ten~~

Athletic Director specifically agrees to inform the University within ten (10) business days of obtaining other ~~athletic~~ 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. Athletic Director agrees not to accept employment for compensation at less than the fair value of Athletic Director's services, as determined by all circumstances existing at the time of employment. Athletic Director further agrees to repay to the University all compensation paid to ~~him~~Athletic Director by the University after the date he obtains other employment, to which he is not entitled under this provision. Athletic Director acknowledges and agrees that the University will withhold taxes and other payroll deductions from the payments due Athletic Director pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by legal counsel, or had the opportunity to do so, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Athletic Director may lose certain benefits, supplemental compensation, or outside compensation relating to his 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 Athletic Director shall constitute adequate and reasonable compensation to Athletic Director for the damages and injury suffered by Athletic Director 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 Athletic Director for Convenience.

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

Athletic Director, for his own convenience, may terminate this Agreement during its Term by giving prior written notice to the University. Termination shall be effective ten

5.3.2 (10) days after notice is given to the University. If Athletic Director terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. However, any amounts due or earned (whether monetary or other benefits) by Athletic Director as of the date of termination shall still be paid to Athletic Director by the University.

5.3.3 5.3.3 If Athletic Director terminates this Agreement for his convenience in order to accept employment at another educational institution or with a professional sports team or organization, he shall payany time, all obligations of the University shall cease as of the effective date of the termination. If Athletic Director terminates this Agreement for convenience, Athletic Director shall pay, or cause to be paid, to the University, as liquidated damages and not a penalty, the following sum: (a) $1,000,000 if the Agreement is terminated on or before December 31, 2023; (b) $750,000 if the Agreement is terminated between January 1, 2024 and December 31, 2024, inclusive; and

(c (a) $250,000 if the Agreement is terminated on or before December 31, 2025; and

(b) $175,000 if the Agreement is terminated between January 1, 2025 and2026 and December 31, 2027, inclusive; and December 31, 2025

(c) $100,000 if the Agreement is terminated between January 1, 2028 and June 30, 2029, inclusive.

If Athletic Director terminates this Agreement for his convenience becauseat a time when Dr. Marlene Tromp no longer is employed as the President at Boise State University, OR in orderfor reasons other than to accept employment with an employer which is not an educational institution or professional sports team or organization, then theAthletic Director shall not owe any liquidated damages amount owed to the University shall be only a one-time $250,000.

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

If Athletic Director 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 Athletic Director and the amount of liquidated damages owed shall be calculated as of the date Athletic Director begins such employment.

5.3.4 5.3.4 The parties have both been represented by legal counsel in the contract negotiations, or had the opportunity to do so, 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 Athletic Director, in addition to potentially increased compensation costs if Athletic Director 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 Athletic Director 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 Athletic Director. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Athletic Director terminates this Agreement because of a material breach by the University.

5.3.5 If5.3.5 Except as provided elsewhere in this Agreement, if Athletic Director terminates this Agreement for convenience, heAthletic Director shall forfeit to the extent permitted by law histhe right to receive all supplemental compensation and other payments not earned by him as of the time of termination..

5.4 Termination due to Disability or Death of Athletic Director.

~~5.4.0~~ Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Athletic Director: becomes totally or permanently disabled as defined by the University's disability insurance carrier; becomes, in the sole judgment of the

5.4.1 President, based upon the written opinion of a licensed physician competent to provide such an opinion, unable to perform the essential functions of the position of Athletic Director for a period of at least ninety (90) consecutive days; or dies.

5.4.15.4.2 If this Agreement is terminated because of Athletic Director's death, Athletic Director's salary and all other benefits shall terminate as of the last day worked, except that Athletic Director's personal representative or other designated beneficiary shall be paid all compensation earned and due (including any IncentiveSupplemental Compensation earned under section 3.1.32, but not yet paid, as of the effective date of termination) 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 Athletic Director's estate or beneficiaries thereunder.

5.4.25.4.3 If this Agreement is terminated because Athletic Director becomes totally or permanently disabled or becomes unable to perform the essential functions of the position of Athletic Director for a period of at least ninety (90) consecutive days, both as more fully described in section 5.4.1, all salary and other benefits shall terminate, except that Athletic Director shall be entitled to receive any compensation due (including any IncentiveSupplemental Compensation earned under section 3.1.32, but not yet paid, as of the effective date of termination) or unpaid and any disability--related benefits to which he is entitled by virtue of employment with the University.

5.4.35.4.4 Nothing herein shall be deemed to be a waiver by Athletic Director of any rights under the Americans with Disabilities Act or any subsequent amendment.

5.5 Interference by Athletic Director. In the event of termination, or suspension, or reassignment, Athletic Director agrees that he will not interfere or communicate with the University's student-athletes or coaches, or otherwise obstruct the University's ability to transact business or operate the Program.

5.6 No Liability. Other than what Athletic Director is or shall be entitled to under this Agreement, the University shall not be liable to Athletic Director 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 Athletic Director, regardless of the circumstances.

5.7 Waiver of Rights. Because Athletic Director is receiving a multi-year contract and the opportunity to receive incentive compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Athletic Director, or terminates this Agreement for good or adequate cause or for convenience, Athletic Director 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 by the Board of Trustees and its Governing Policies and Procedures Manual, and the University Policy Manual.

ARTICLE 6

Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Trustees and executed by both parties as set forth below. In addition,

6.1 the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Trustees~~;~~ and the President~~;~~, the sufficiency of legislative appropriations~~;~~, the receipt of sufficient funds in the account from which such compensation is paid~~;~~, and the Board of Trustees and the University's rules and policies regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the trade-out program), material, and articles of information including without limitation, keys, identification cards, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Athletic Director by the University or developed by Athletic Director on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Athletic Director'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, Athletic Director shall immediately cause any such personal property, materials, and articles of information in Athletic Director's possession or control to be delivered to the President~~.~~ or the President's Designee.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without 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 as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the Ada County 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 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 (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. Athletic Director hereby consents and agrees that this document may be released and made available to the public after it is signed by Athletic Director. Athletic Director further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

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: President
Boise State University
1910 University Drive
Boise, Idaho 83725

with a copy to: General Counsel
Boise State University
1910 University Drive
Boise, Idaho 83725-1002

Athletic Director: Jeramiah Dickey
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. Athletic Director 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 University's Board of Trustees.

~~6.16~~ Opportunity to Consult with Attorney. Athletic Director acknowledges that he has had the opportunity to consult with 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

~~Dr. Marlene~~ Tromp

~~DocuSigned by:~~
~~AEFACAFE49FD495...~~

~~Dr. Marlene Tr~~

President

~~4/12/2021 | 9:50 AM PDT~~

~~Date~~

ATHLETIC DIRECTOR

~~Jeramiah~~ Dickey

~~DocuSigned by:~~
~~Jeramiah Dickey~~
~~4E1FABA92FD644F...~~

~~Jeramiah Dickey~~

~~4/12/2021 | 2:43 PM PDT~~

~~Date~~

Date

Date

Date

Approved by the Board of Trustees on the ~~5th~~ ____ day of ~~April, 2021.~~ ____, 2024.

Athletic Director Jeramiah Dickey Maximum Compensation Calculation - 2024-2029

		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
3.1.1a	Annual Base Salary	$465,000	$476,625	$488,541	$500,754	$513,273
3.1.1c	Signing Bonus	$75,000	-	-	-	-
3.1.1d	Retention Bonus	$75,000	$75,000	$75,000	$100,000	$100,000
3.1.1e	Housing Allowance	$54,000	$54,000	$54,000	$54,000	$54,000
3.2.1 & 3.2.2	Additional Pay based on Overall Department Athletic Performance, Team Specific Achievements, Academic Progress Rate and Grade Point Average Incentive Pay	$80,000	$80,000	$80,000	$80,000	$80,000
3.2.1	Additional Pay based on College Football Playoff ("CFP")	$275,000	$275,000	$275,000	$275,000	$275,000
	Total Maximum potential annual compensation under Employment Agreement	**$1,024,000**	**$960,625**	**$972,541**	**$1,009,754**	**$1,022,273**

BOISE STATE UNIVERSITY

All Athletic Department APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2019-20	2020-21	2021-22	2022-23 May 2024 release
Boise State Athletic Department	**993**	**993**	**991**	**987**

NCAA APR REPORT YEAR
Raw Score for single year

MULTI-YEAR APR (4-Year Rolling Average)

Boise State Athletic Department	**992**	**992**	**992**	**991**

SINGLE YEAR GRADE POINT AVERAGE (GPA) SCORES

	2020-21	2021-22	2022-23	2023-24
Boise State Athletic Department	**3.26**	**3.33**	**3.34**	**3.40**

Academic Year

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

Athletic Director	School	Base Salary	Incentives
Nathan Price	Air Force	NA	NA
Jeramiah Dickey	Boise State	$ 465,000	See Contract
Joe Parker	Colorado State	$ 439,192	NA
Terry Tumey	Fresno State	$ 340,000	**Annual Performance Bonus**. All bonuses are determined by the total base salary of the fiscal year in which the bonuses were earned. At the completion of each fiscal year commencing with 2023-24, Employee will receive an annual bonus from the Athletic Corporation in the amounts set out below, provided that the specific goals are met as follows: 1) Achievement of Annual NCAA APR a) $7,500 if every sports team reaches an APR of 930 b) $15,000 if every sports team reaches an APR of 940 Only one may be awarded. 2) NACDA Rankings a) $10,000 if the University ranks in the top 100 b) $12,500 if the University ranks in the top 75 Only one may be awarded. 3) Sports Team Competitions a) $7,500 if the men's basketball team competes in the NCAA tournament; b) $7,500 if the women's basketball team competes in the NCAA tournament; c) $5,000 if the baseball team competes in the NCAA College World Series; d) $5,000 if the softball team competes in the NCAA College World Series; e) $5,000 if the football team competes in a bowl game and has a winning record during the regular season; f) $12,000 if football team competes in New Year's Day 6 bowl and has a winning regular season record; and f) $25,000 if the football team competes in the College Football playoff. 4) Final Rank of any team Top 25 A.) FB: $5K B.) MBB: $5K C.) WBB: $5K D.) Softball: $5K E.) Baseball: $5K F.) All Others: $2.5K The cash distribution of this bonus will be subject to applicable state, federal and local taxes. Bonuses may be directed to a deferred retirement account at the Employee's request. The

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

Stephanie Rempe	Nevada	$ 400,000	**Athletic Performance Payment:** For each year that the Football Program's single year APR is at 930 or above: $10,000 for the Football Team's participation post-season in a Bowl Game; $50,000 for the Football Team's participation post-season in the College Football Play-off. For each year that the Men's Basketball Program's single year APR is at 930 or above: $15,000 for the Men's Basketball Team's participation in the NCAA tournament. For Director's Cup Top 100, $10,000. **Academic Performance Payment** For each year that the Athletic Department's student athletes' single year APR is at 935 or above, the University shall pay the Employee, as additional compensation, a total maximum amount of $15,000 per fiscal year. These amounts are cumulative and are not subject to COLA, retirement contributions, or retirement deductions.
Eddie Nunez	New Mexico	$ 360,000	**Incentive Compensation:** In addition to the compensation set forth above, Mr. Nuñez is eligible for incentive payments ("Incentive Compensation") according to the following categories of professional achievement. a. Student Athlete Academic Performance Rating (APR) i. Academic Performance Rating (APR) 975 or higher $2,500 ii. Academic Performance Rating (APR) 985 or higher $5,000 iii. A maximum of one incentive payment pursuant to subsection 5.a may be earned per Contract Employment Year. b. Student Athlete Academic Performance i. NCAA Graduation Success Rate (GSR) annual increase from previous year $5,000 ii. Intercollegiate Athletics Grade Point Average (GPA) 3.2 or Higher $2,500 c. Director's Cup National Sports Award i. Overall Athletics Department Performance for the Director's Cup National Sports Award (NACDA) final year end ranking of 60 or better $5,000 ii. Overall Athletics Department Performance for the Director's Cup National Sports Award (NACDA) final year end ranking of 25 or better $7,500 iii. A maximum of one incentive payment pursuant to subsection 5.c may be earned per Contract Employment Year. d. Athletic Achievement i. Top Ranked School in the Mountain West Conference (MWC) in the Director's Cup $5,000 ii. Football Team Wins the MWC Championship Game $5,000 iii. Football Team Wins the MWC Regular Season Conference Title $5,000

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

				iv. Football Team Participates in Non-College Football Playoff Bowl Game $2,500 v. Football Team Participate in College Football Playoff Bowl Game $10,000 vi. Men's Basketball Team Wins MWC Regular Season Conference Title $5,000 vii. Men's Basketball Team NCAA Tournament Appearance $2,500 viii. Men's Basketball Team NCAA Tournament Final Four Appearance $5,000 ix. Men's Basketball Team National Champion $10,000 x. Women's Basketball Team Wins MWC Regular Season Conference Title $2,500 xi. Women's Basketball Team NCAA Tournament Appearance $2,500 xii. Women's Basketball Team NCAA Tournament Final Four Appearance $5,000 xiii. Women's Basketball Team National Champion $10,000 xiv. National Champion in any other sport (other than FB/MBB/WBB) $5,000 e. Fiscal Management i. Develop and administer a fiscally responsible budget plan $5,000 ii. 5% increase in revenue generated through the Lobo Club $5,000
John David Wicker	San Diego State	$	325,000	4.5.2. Incentive Compensation. Incentive payments will be payable annually if earned during the period of this appointment, provided however that the maximum incentive compensation for performance in a single academic year may not exceed $80,000, nor can any earned payment above $80,000 be deferred. Incentive payments will be made through the San Diego State University Research Foundation and are subject to all applicable tax provisions. 4.5.2.a. Student Athlete Academic Performance. Beginning with the 2017 official NCAA APR report, University shall pay you $15,000 for each year that all SDSU intercollegiate athletics teams' APR is ten (10) points or more above the NCAA-specified APR minimum (e.g. current minimum APR is 930, requires 940 for bonus). If the single semester grade point average for the student-athletes collectively in a given semester is 3.0 or higher, you shall receive $7,500 per semester, not to exceed $15,000 per academic year. This payment may be earned for fall and spring semesters only, summer sessions are not considered. 4.5.2.b. Postseason Play. Beginning with the fiscal year 2016/17 University shall pay you $5,000 if the football team wins or ties for the conference divisional championship. University shall pay you $10,000 if the football team wins a conference championship

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

you $10,000 if the football team wins a conference championship game. University shall pay you $12,500 for each non-CFP access bowl game in which the football team participates in. University shall pay you $15,000 for each CFP access bowl game in which the football team participates in. University shall pay you $20,000 for each CFP Semi-final game in which the football team participates. University shall pay you $25,000 for each National Championship won by the football team. University shall pay you $5,000 if the men's or women's basketball team wins the regular season or conference championship. University shall pay you $10,000 for each NCAA postseason tournament in which the men's or women's basketball team participates, and $5,000 for each NIT appearance in which the men's or women's basketball team participates. University shall pay you $17,500 if the men's or women's basketball team participates in the Final Four. University shall pay you $25,000 if the men's or women's basketball team win the National Championship. University shall pay you $10,000 if the men's or women's team wins the NIT Tournament. University shall pay you $2,500 if any other intercollegiate sport participates in the NCAA Tournament.

4.5.2.c. Athletic Director's Cup. University shall pay you $5,000 for each team that is in the top fifty (50) ranking in the Division I Athletic Director's Cup beginning in 2016/17. University shall pay you $10,000 if the department finishes in the top fifty (50) final rankings in the Division I Athletic Director's Cup beginning in 2016/17.

4.5.2.d. Annual Budget Performance. University shall pay you $5,000 for each $250,000 in excess of annual budgeted fundraising target in each of the three fundraising categories – annual fund, director's cabinet and major gifts; targets will be those stated in the annual budget recommended to and approved by the President. University shall pay $10,000 in each budget year in which approved revenues exceed authorized expenses by $250,000 except that no University supplemental allocations or loans may be included as approved revenues for the purpose of this performance factor.

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

Jeff Konya	San Jose State	$ 229,906	**1. Athletic Team Performance** A. Overall performance in the National Association of College Director of Athletics Director's Cup: Top 100 $17,000 Top 150 $14,875 Top 200 $12,750 Top 250 $10,625 B. Conference Championships/Conference Finish: Football - Conference Champion 85% of one month's salary (base + supplemental) Basketball - Men's Conference Champion 85% of one month's salary (base + supplemental) Basketball - Women's Conference Champion 85% of one month's salary (base + supplemental) All Other Sports - Conference Champion $8,500 per Championship All Sports - 2nd Place Conference Finish $4,250 per Sport All Sports - 3rd Place Conference Finish $2,125 per Sport C. Post Season Appearances (If Not Conference Champions): Football Bowl Appearance $12,750 NCAA Basketball Tournament Appearance (Men or Women) $12,750 + $8,500 per win NIT Basketball Tournament Appearance (Men or Women) $8,500 +$4,250 per win D. Final National Rankings: Top 25 Final National Ranking Any Sport Top 26-50 $8,500 Final National Ranking Any Sport $4,250 E. BCS Game - If the Football Team appears in a BCS game, the incentive payment is set at one month's salary and is exempt from the incentive plan cap as described in Section 4 of this Addendum. **2. Academic Progress Rate (APR)** A. Annual Divisional Average NCAA APR: 970 and Above $23,375 965-969 $21,250

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

			960-964 $19,125 955-959 $17,000 950-954 $14,875 945-949 $12,750 940-944 $10,000 935-939 $ 8,500 **3. Strategic Plan Implementation** A. The President has the discretion to award a bonus of up to $25,000 for the Athletics Department's contributions toward the achievement of the strategic plan, *Transformation 2030*. **4. All earned incentive payments** are cumulative unless otherwise noted (See Section 1E). Total amount of incentive payments that can be earned in any fiscal year shall not exceed 40% of the base salary plus supplemental compensation. Numbers below are based on compensation as of date of hire. State Annual Base Salary: $260,004 Tower Foundation Annual Compensation: $106,080 Total Annual Compensation: $366,084 40% of Annual Compensation: $146,434
Erik Harper	UNLV	$ 420,000	**5.6 Membership and Additional Compensation – Performance Payment** The University will arrange for membership privileges, at no cost to Employee, at a local golf or country club for as long as Employee serves as the Director of Athletics and for no longer. During employment as Director of Athletics, Employee shall have the opportunity to earn supplemental compensation in the amounts and upon the conditions set forth below, based upon the exceptional academic and athletic performance of the various program's teams and also based upon the various teams' participation in post-season games. The University shall pay employee, as additional compensation, the following: a. For each year that the total annual grade point average of all student athletes is 3.0 or better: $15,000.00. b. For each year that the NCAA single year total Graduation Success Rate (GSR) is 80% or better: $10,000.00. c. For winning or tying the Conference Regular Season Championship (Football): $15,000.00. d. For winning the Conference Tournament Divisional Championship (Football): $5,000.00. e. For appearing in any Bowl game (Football): $10,000.00. f. In the NCAA Tournament (Men's Basketball and Women's Basketball): i. For the team earning an NCAA Tournament bid: $10,000.00. ii. For the team advancing in each round: $10.000.00. iii. For the team playing in the Final Four: $10,000.00. iv. For the team winning the NCAA Championship: $15,000.00. g. In the NCAA Tournament (all other sports): i. For the team earning an NCAA Tournament bid: $2,500.00. ii. For the team advancing in each round: $2,500.00. iii. For the team winning the NCAA Championship: $2,500.00.
Diana Sabau	Utah State	$ 550,000	5. **Incentive Payments.** In addition to the total compensation outlined in numbered paragraph 3 of this letter, USU will pay you incentive bonuses for certain achievements in an annual amount of up to but not to exceed Fifty Thousand Dollars ($50,000). The details of these incentive payments will be determined based on mutually agreed upon goals for the USU Athletics Department and will be set forth in your Employment Agreement.

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

Tom Burman	Wyoming	$	300,000

7. Incentive Payments

To encourage Employee's accomplishment of some of the key goals and objectives of the University's strategic plan for intercollegiate athletics, the University agrees to pay certain performance-related incentives as outlined below in this Agreement in paragraphs 8-11, beginning with seasons of intercollegiate competition starting after July 1, 2019. However, the maximum total incentives awarded in any qualifying year shall be $150,000. Except for the GPA incentive (see Paragraph 9(a)), which will be awarded following the end of the full academic year including summer once all applicable student-athlete grades have posted and the GPA has been calculated, the period to be used for the calculation of an incentive payment during a qualifying year shall be the University's fiscal year (i.e., July 1 to June 30).

The source of funds for any and all incentive awards shall be from non-state, non-tuition/fee dollars.

8. Deferred Compensation

If Employee earns at least $100,000 in performance-related incentives in any qualifying year, as outlined below, the University shall, at the Employee's discretion, contribute any or all of the remaining amount (up to $150,000) to a benefit plan on behalf of the Employee subject to the conditions contained herein. The University shall select the manager for the benefit plan; however, the Employee shall be entitled to direct the payout of the funds and all associated earnings in accordance with the benefit plan payout requirements. These funds will vest immediately.

9. Academic Performance Incentives.

If, in any qualifying year during the term of this Agreement:

a. At the conclusion of the full academic year, including the following summer, the annual student-athlete GPA is:
- **i.** Above a 2.8 GPA, Employee will receive $27,600;
- **ii.** Above a 2.9 GPA, Employee will receive $34,500;
- **iii.** Above a 3.0 GPA, Employee will receive $41,400.

b. For purposes of this incentive, the following provisions apply:
- **i.** All student-athletes on each annual "team" shall be included in the calculation.
- **ii.** The annual "team" shall be defined as the official squad list that is sent to the Mountain West Conference prior to the 1st date of competition.
- **iii.** The annual student-athlete GPA shall be calculated using the following parameters:

The annual student-athlete GPA shall be calculated at the end of the full academic year including the following summer. For example, when calculating the annual student-athlete GPA for the 2019-2020 academic year,

Salary and Incentive Comparisions
Athletic Directors in Mountain West Conference

the fall 2019, spring 2020 and summer 2020 term GPAs will be utilized.

The exception to this rule will be that the summer term *prior to* the academic year will be included in the calculation for any newcomers (including those newcomers receiving an athletic scholarship and those not receiving an athletic scholarship) who took summer school prior to initial enrollment. Thus, when calculating the annual student-athlete GPA for the 2019-2020 academic year, the summer 2019 (only for newcomers taking summer school prior to initial enrollment), the fall 2019, spring 2020 and summer 2020 term GPAs will be utilized.

The annual student-athlete GPA will be calculated using the Quality (GPA) Hours and Quality Points earned for each term as outlined above.

iv. The annual student-athlete shall be calculated by the Office of Academic Support (OAS).

c. For each UW Athletics team that receives an Academic Progress Rate ("APR") score above "cut score" as determined by the NCAA legislation, the Employee shall receive $2,760 per sport.

10. Athletic Performance Incentives

If, in any qualifying year during the term of this Agreement:

a. The University of Wyoming football team receives a post-season bowl bid, the Employee shall receive an incentive award of $27,600 for an accepted bid.

b. The University of Wyoming football team is ranked in the Top 25 in the USA Today-Coaches Poll or the AP Poll; the University of Wyoming men's basketball team is ranked in the Top 25 in the USA Today-Coaches Poll, the AP Poll, or the Ratings Percentage Index (RPI); or the University of Wyoming women's basketball team is ranked in the Top 25 in the USA Today-Coaches Poll, the AP Poll, or the Ratings Percentage Index (RPI), the Employee shall receive an incentive of $34,500 for each ranked team. This ranking can occur at any time (e.g., preseason, during the season, etc.).

c. The University of Wyoming men's basketball team, women's basketball team, women's volleyball team, or women's soccer team is selected to receive an invitation to the post-season NCAA tournament, the Employee shall receive an incentive award of $13,800 for each such accepted invitation.

d. The University of Wyoming men's basketball team, women's basketball team, or women's volleyball team is selected to receive an invitation to any post-season tournament, the Employee shall receive an incentive award of $6,900 for each such accepted invitation.

e. For each MWC (or applicable conference) team that finishes in the top four (4) of the Mountain West Conference (or applicable conference), Employee will receive $3,450 per finish. This is based on regular season finish in the following sports: football, men's basketball, women's basketball, women's volleyball and women's soccer. The incentive is based upon conference championship/tournament finish in all other sports.

Liquidated Damages
Athletic Directors in Mountain West Conference

Athletic Director	School	Length of Contract	2024-25 Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Nathan Price	Air Force	NA	NA	NA	NA	
Jeramiah Dickey	Boise State	5 years ending 06/30/2029	$ 465,000	Yes	Tied to years in contract	See Contract
Joe Parker	Colorado State	5 years ending 12/31/2027	$ 474,986	Yes	Tied to years in contract	In the event that the Parker so terminates this Agreement during the Term, because the Parties agree that the harm to the University cannot otherwise be reasonably calculated, Parker shall pay to the University as liquidated damages, and not as a penalty, the following amounts (referred to as "Liquidated Damages"): (i) $200,000 if such termination occurs between the Effective Date and December 31, 2023; (ii) $100,000 if such termination occurs during the contract year of January 1, 2024 and December 31, 2024; (iii) $100,000 if such termination occurs during the contract year of January 1, 2025 and December 31, 2025; (iv) $100,000 is such termination occurs during the contract year of January 1, 2026 and December 31, 2026; and (v) $75,000 if such termination occurs during the contract year of January 1, 2027 and December 31, 2027. These amounts shall be payable in full on a lump-sum basis within sixty (60) days of the effective date of the Director's termination.
Terry Tumey	Fresno State	2 years ending 6/30/2025	$ 390,000	Yes	Tied to years in contract	**Cancellation by Employee.** The Employee automatically cancels this appointment if Employee chooses to resign his position as Athletic Director prior to the completion of the Term. The University and Employee agree that Athletic Directors conduct their professional activities under circumstances unique in the University community and among University employees, including evaluation and scrutiny of coach and program performance by the public and the media and control by external rules and regulations. The Employee engenders the loyalty and commitment of student-athletes, fans, and donors, which can be lost if the Employee leaves the University prior to the expiration of the Term. Employee acknowledges that the University will incur other substantial costs if Employee resigns or terminates this appointment prior to its scheduled expiration. The amount, nature and extent of such costs are difficult if not impossible to compute and ascertain with certainty but which will include and not be limited to: (i) searching, recruiting and hiring another Athletics Director, (ii) buying out the contract, if necessary, of a new Athletics Director, (iii) compensating for potential lost donors and related revenues. If Employee agrees, whether orally or in writing, to accept comparable employment, as defined in Section 3.02 above, after Employee resigns or otherwise terminates this appointment prior to its normal expiration, he shall pay the University one of the following early-departure fees as determined by the effective date of his separation from employment: (a) Separation A) Should separation occur between July 1, 2023 and June 30, 2024, employee shall pay the Athletic Corporation $120,000; B) Should separation occur between July 1, 2024 and June 30, 2025, employee shall pay the Athletic Corporation $120,000; C) If Employee's term is extended to a third year, and should separation occur between July 1, 2025 and June 30, 2026, employee shall pay the Athletic Corporation $60,000.

Liquidated Damages
Athletic Directors in Mountain West Conference

Stephanie Rempe	Nevada	5 years ending 6/30/2027	$ 475,000	Yes	Tied to years in contract	If the Employee terminates this Agreement for convenience, then Employee or designee shall pay to the University, as liquidated damages and not a penalty, the following sum: an amount equal to the remaining Base Salary of the Employee as set forth in Section 5.1, excluding all deductions required by law. The liquidated damages shall be due and payable within thirty (30) calendar days of the effective date of the termination or in accordance with a payment schedule agreed upon by the parties in writing, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. The University shall not be liable for any consequential damages or loss of any collateral business opportunities or any other benefits, perquisites, or income from any sources that might ensue as a result of the Employee's termination of this Agreement without cause and Employee hereby expressly waives any such claims against the University, its officers, employees and agents. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Employee may lose certain benefits, supplemental compensation or outside compensation relating to Employee's employment at the University, which damages are extremely difficult to determine with certainty, or fairly or adequately. The parties further agree that payment of such liquidated damages by the Employee and acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for damages and injury suffered because of such termination by the Employee. The foregoing shall not be, nor be construed to be, a penalty.
Eddie Nunez	New Mexico	5 years ending 6/30/2025	$ 360,000	Yes	Tied to years in contract	Mr. Nuñez understands and agrees that termination of this Contract pursuant to this Section prior to the expiration of the Contract Term will cause irreparable harm to the reputation and athletic programs of the University in an amount not capable of precise calculation or quantification. Therefore, if Mr. Nuñez terminates this Contract during the Contract Term then he agrees to pay, or cause to be paid, to the University as liquidated damages, and not as a penalty as follows: Termination Date — Amount Owed Before June 30, 2022 — $250,000 July 1, 2022 – June 30 2023 — $250,000 July 1, 2023 – June 30, 2024 — $100,000 After July 1, 2024 — $0
John David Wicker	San Diego State	5 years ending 6/30/2028	$ 475,000	Yes	Tied to years in contract	6. **Termination by Athletic Director.** 6.1. Your premature termination of the contract to accept another comparable position at a Division I institution, Conference, or affiliated sports or entertainment organization (i.e. Sports Equipment Manufacturer, Broadcast network, Professional Sports team, Sports Marketing company), will require your payment to the University of 100% of the annual base salary for the remainder of the Term of this contract. Termination by you requires thirty (30) day written notice to the University.
Jeff Konya	San Jose State	5 years ending 12/30/2027	$ 375,288	NA	NA	NA

Liquidated Damages
Athletic Directors in Mountain West Conference

Erik Harper	UNLV	4.5 years ending 6/30/2026	$ 420,000	Yes	Tied to years in contract	**6.2 Termination by Employee** The Employee understands that Employee's promise to remain employed as Director of Athletics for the entire term of this Agreement is of the essence of this Agreement to the University. The Employee also understands that the University is making a highly valuable investment in Employee continued employment by entering into this Agreement and that its investment would be lost were Employee to resign or otherwise terminate Employee employment with the University prior to the expiration of this Agreement. In recognition of these understandings, the parties agree that while the Employee may, nevertheless, terminate this Agreement prior to its normal expiration, such termination shall be only upon the following terms and conditions: **6.2.a. Written Notice** Notwithstanding any provision of the NSHE Code, Title 2 to the contrary and subject to the provisions of Article 7.1, at any time after commencement of this Agreement, the Employee may terminate this Agreement without cause by giving ten (10) days' written notice to the President, such termination to become effective no earlier than ten (10) days after receipt of such written notice. **6.2.b. Liquidated Damages** If the Employee terminates this Agreement for convenience, then Employee or designee shall pay to the University, as liquidated damages and not a penalty, the following sum: If Employee terminates this Agreement between January 1, 2022 and June 30, 2022: $500,000.00; If Employee terminates this Agreement between July 1, 2022 and June 30, 2023: $250,000.00; If Employee terminates this Agreement between July 1, 2023 and June 30, 2026: $100,000.00, excluding all deductions required by law. The liquidated damages shall be due and payable within twenty (20) calendar days of the effective date of the termination or in accordance with a payment schedule agreed upon by the parties in writing, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. The University shall not be liable for any consequential damages or loss of any collateral business opportunities or any other benefits, perquisites, or income from any sources that might ensue as a result of the Employee's termination of this Agreement without cause and Employee hereby expressly waives any such claims against the University, its officers, employees and agents. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Employee may lose certain benefits, supplemental compensation or outside compensation relating to Employee's employment at the University, which damages are extremely difficult to determine with certainty, or fairly or adequately. The parties further agree that payment of such liquidated damages by the Employee and acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for damages and injury suffered because of such termination by the Employee. The foregoing shall not be, nor be construed to be, a penalty.
Diana Sabau	Utah State	5 years ending 6/30/2028	$ 550,000	Yes	Tied to years in contract	14. **Termination for Cause and Convenience (without cause).** Subject to the terms of the Employment Agreement, USU will have the right to terminate your employment for cause. Further, both USU and you will have the right to terminate your employment with USU for convenience (also commonly referred to as a without-cause basis). In the event USU terminates your employment for convenience at any time, USU will be responsible to pay liquidated damages to you in the amount of seventy-five percent (75%) of the "*Cumulative Remaining Salary*", which is the pro-rated amount of total compensation (as described in paragraph 3 of this letter) due under this offer letter or the Employment Agreement that USU and other third parties would have been obligated to pay you had your employment not been terminated. If you terminate your employment for convenience, you will be responsible to pay USU liquidated damages in the following amounts: $1,000,000 if you terminate before June 30, 2024; $750,000 if you terminate before June 30, 2025; $500,000 if you terminate before June 30, 2026; $250,000 if you terminate before June 30, 2027; and $150,000 if you terminate before June 30, 2028. Liquidated damage payments owed by you will be due in full within thirty (30) days of the effective date of your termination.
Tom Burman	Wyoming	5 years ending 6/30/2027	$ 550,000	NA	NA	NA

*Sliding Scale, Flat Rate, Tied to years in contract

BOISE STATE UNIVERSITY

SUBJECT

Employment Agreement for Head Softball Coach Justin Shults

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University seeks approval for a multi-year contract extension for Head Softball Coach Justin Shults. The contract is similar to the standard issued by Boise State University and is in conformance with the template provided by the Board.

Coach Shults was hired in June 2021 and has led the program to numerous achievements including 2023 Mountain West Regular Season Champions with an overall record of 108-50 (.684). Shults was the 2023 Mountain West Coach of the Year.

IMPACT

Coach Shults' salary is funded with program revenues, media, donations and other non-appropriated funds. Terms are as follows:

Term: Fixed term contract of five years.

Base Compensation: $120,000 annually. The base salary will increase annually on August 1 by at least 5% at the sole discretion of the athletic director.

Buy-Out Provision: 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 head coach at any member institution of the Mountain West Conference; or
b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any softball team participating in any professional league or conference in the United States or Canada.

Incentives

Pay for Performance – Athletic:

Regular Season:

Conference Regular Season Champion	5% of salary
Conference Tournament Champion	5% of salary
NCAA At-Large Tournament Invitation	3% of salary
Maximum Cumulative Regular Season	*10% of salary*

Post-Season:

NCAA Tournament Win (per win)	3% of salary
Participate in NCAA Super Regionals	5% of salary
Participate in NCAA College World Series	7% of salary
Win College World Series	14% of salary
Maximum Cumulative Post-Season	*14% of salary*

Pay for Performance – Academic:

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within softball 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 2% 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 3% 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 4% 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 5% of salary.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Redline of Proposed Contract to Model Agreement
Attachment 3 – Redline of Proposed Contract to Current Agreement as amended
Attachment 4 – Maximum Compensation Calculation
Attachment 5 – APR Summary
Attachment 6 – Base Salary and Incentive Comparison
Attachment 7 – Liquidated Damages Comparison

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed employment contract is in substantial compliance with the Board-approved model contract, with a base salary of $120,000 being consistent with

other head softball coaches in the Mountain West Conference. The 5-year fixed term contract will increase at least 5% annually at the sole discretion of the BSU athletic director. Proposed incentives are aligned with performance expectations and are designed to reward both athletic and academic success. The contract provides reasonable terms regarding termination and liquidated damages, ensuring fairness for both parties.

The contract does contemplate Athletic Achievement Incentives as noted in the contract (Attachment 1 – Articles 3.21 through 3.2.4.) The dollar incentive is tied to the NCAA Academic Progress Rate (APR) Standards that are reported to the Board annually.

Should the University terminate the Coach for convenience, the University would be obligated to pay the Coach any compensation to which the Coach was contractually entitled before the termination date, but which was unpaid as of that date. Additionally, the University shall be obligated to pay the Coach, as liquidated damages not a penalty, the annual salary until the term of the agreement ends or the Coach obtains reasonable comparable employment, whichever occurs first. If the Coach terminates the Agreement for convenience, he will be responsible for liquidated damages and not a penalty in the amounts noted in Attachment 1 – Section 5.2.

It should be noted that Board Policy II.H requires all "contracts must be submitted for Board approval prior to the contract effective date." The term of this contract starts August 1, 2024.

Board staff recommends approval of the proposed employment agreement for Head Softball Coach Justin Shults.

BOARD ACTION

I move to approve the request by Boise State University to enter a new multi-year employment agreement as proposed herein with Justin Shults, Head Softball Coach.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between ~~_____(~~Boise State University (~~College),~~the University) and ~~_____~~Justin Shults (Coach).

ARTICLE 1

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

1.2. Reporting Relationship. ~~–~~Coach shall report and be responsible directly to the ~~University (College)'s~~University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of the Director or the ~~Director's~~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 (College)'s Chief Executive Officer (Chief Executive Officer~~University's President (the President).

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

ARTICLE 2

2.1. Term. ~~–~~This Agreement is for a fixed-term appointment of ~~(~~ ~~__~~five (5) years, commencing on ~~_____~~August 1, 2024 and terminating, without further notice to Coach, on ~~_____~~July 31, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. ~~-~~This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties.~~-~~ Any renewal is subject to the prior approval 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 ~~(College).~~.

ARTICLE 3

3.1. Regular Compensation.

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

a) ~~a)~~ An annual salary of ~~$_____ per year~~$120,000, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and ~~Chief Executive Officer~~President and approved by the Board;

b) The base salary will increase annually on August 1 by at least 5% at the sole discretion of the Director after determination by the Director that the annual goals the Director sets for the Coach are successfully achieved. 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 ~~(College)~~ provides generally to non-faculty ~~exempt~~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, ~~University (College) and~~ Coach ~~agree that Coach shall~~does not accrue ~~any~~and use annual leave (vacation) hours~~, and~~ but may take leave (other than sick leave) ~~only~~ with prior written approval of the Director~~);~~; and

~~c~~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 ~~University (College)'s~~ Department ~~of Athletics (Department)~~ provides generally to its employees of a comparable level. Coach hereby

agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the ~~Chief Executive Officer~~President, in the ~~Chief Executive Officer's~~President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~Chief Executive Officer~~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. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

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

~~community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

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

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

~~3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))** Coach agrees that the University (College) has the exclusive right to operate youth (Sport) camps on its campus using University (College) facilities. The University (College)~~3.2.1 Athletic Achievement Incentive Pay.

Regular Season:

Regular Season Conference Champion	5% of salary
Conference Tournament Champion	5% of salary
NCAA At-Large Tournament Invitation	3% of salary
Maximum Cumulative Regular Season	*10% of salary*

Post-Season:

NCAA Tournament Win (per win)	3% of salary
Participate in NCAA Super Regional's	5% of salary
Participate in College World Series	7% of salary
Win College World Series	14% of salary
Maximum Cumulative Post-Season	*14% of salary*

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in August, as long as Coach remains continuously employed as the Head 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 softball 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 2% 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 3% 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 4% 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 5% 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.

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

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

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

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University (College)'s~~University's camps and/or clinics in ~~Coach's~~Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University (College)'s (Sport)~~University's 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 (College)'s summer (Sport)~~University's camps and/or clinics, the University ~~(College)~~ shall pay Coach ~~(amount) per year as~~ supplemental compensation during each year of his employment as ~~head (Sport)~~a coach at the University ~~(College). This amount shall be paid (terms of payment).~~.

~~**(SUMMER CAMP—OPERATED BY COACH)**~~ If the University allows Coach ~~may~~to operate ~~a summer youth (Sport) camp~~ camps and/or clinics at the University ~~(College) under the following conditions:~~

b) ~~a) The summer youth camp~~, such operation ~~reflects positively on the University (College) and the Department;~~shall be according to a written agreement which shall include conditions such as:

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

~~c) Assistant coaches at the University (College) are given priority when Coach or the private enterprise selects coaches to participate;~~

~~d) Coach complies~~i) Coach compliance with all NCAA ~~(NAIA),~~, Mountain West Conference (Conference), Board, and University ~~(College)~~ rules and regulations related, directly or indirectly, to the operation of ~~summer youth~~ camps and/or clinics;

~~e) Coach or the private enterprise enters into a contract with University (College) and (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) Coach or private enterprise pays for use~~ii) Payment for use of University facilities; and

iii) Provision of ~~University (College) facilities including the _____~~.

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

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

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

~~j) All employees of the summer youth camp(s) shall be employees of Coach or the private enterprise and not the University (College) while engaged in camp activities. Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. Coach or private enterprise shall provide workers'~~

~~compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

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

3.~~2.7~~ 3. Footwear; Apparel; Equipment. Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head (Sport) coach.~~. In order to avoid entering into an agreement with a competitor of ~~(Company Name),~~ any University selected vendors, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. ~~-~~Coach shall also report such outside income to the University ~~(College)~~ in accordance with ~~NCAA (or NAIA) rules.~~ Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.~~3~~4. General Conditions of Compensation. ~~—~~All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

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

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

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

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

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

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

are consistent with ~~Coach's~~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 ~~the University (College)'s~~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 ~~Chief Executive Officer.~~President (such approval not to be unreasonably withheld).

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

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

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

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

4.7. Disclosure of 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 ~~involving~~, 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 ~~violence~~harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or ~~any assault that employs~~dishonesty or fiscal misconduct. Any disclosure after the ~~use~~date of ~~a deadly weapon or causes serious bodily injury~~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 ~~(College)~~ are the property of the University ~~(College)~~. . The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the 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 (College)'s~~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 ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

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

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

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

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

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

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

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

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

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~, the Board, the ~~conference~~Conference, or the NCAA ~~(NAIA),~~, by one of ~~–~~ Coach's

assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

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

j) The failure of Coach to disclose ~~Serious Misconduct~~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 ~~(College)~~ 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 ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

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

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

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

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

5.2.2. In the event that the University ~~(College)~~ terminates this Agreement for its own convenience, the University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law,

on the regular paydays of the University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. ~~In~~

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~~, such adjusted compensation to be calculated for each University pay period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University (College) health insurance plan and group life insurance as if Coach remained a University (College) employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first.~~.

~~Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.~~ Coach specifically agrees to inform 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 ~~received from the~~ paid to Coach by University ~~(College)~~ after the date Coach obtains other employment, to which Coach is ~~obtained~~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 ~~(College),~~, which damages are extremely difficult to determine with certainty. ~~-~~The parties further

agree that the payment of such liquidated damages by the University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University ~~(College).~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3~~.~~. Termination by Coach for Convenience.

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

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

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College),~~, as liquidated damages and not a penalty, an amount equal to: Coach's base salary at the ~~following sum: _____~~. 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 head coach at any member institution of the Mountain West Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any softball team participating in any professional league or conference in the United States or Canada.

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

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.

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

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

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)'s~~'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~~Coach's death, ~~Coach's~~Coach's salary and all other benefits shall terminate as of the last day worked, except that ~~Coach's~~Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to ~~Coach's~~Coach's estate or beneficiaries thereunder.

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

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

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

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

ARTICLE 6

6.1 ~~Board~~. Approval. This Agreement shall not be effective until and unless ~~approved by the Board and~~ executed by both parties as set forth below. ~~-~~In addition, the payment of any compensation pursuant to this ~~Agreement~~agreement shall be subject to the approval of the Board, if required, the ~~Chief Executive Officer~~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 ~~(College)'s~~ rules regarding financial exigency.

6.2. University ~~(College)~~ 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 ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University (College)'s~~University's direction or for the ~~University (College)'s~~University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College).~~. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

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

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

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

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

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

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

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

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

the University ~~(College):~~ : Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: ~~Chief Executive Officer~~ Boise State University

Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Justin Shults
Last known address on file with
~~University (College)'s~~University's Human Resource Services

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

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

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

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

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

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

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

University (College)	Coach
Signature:_____	Signature:_____
Printed Name:_____	Printed Name:_____
Chief Executive Officer	
Date:_____	Date:_____

University **Coach**

Jeramiah Dickey Justin Shults
Director of Athletics

Date Date

Dr. Marlene Tromp
President

Date

Approved by the Idaho State Board of Education on the ____ day of _____, ~~20__.~~December, 2024.

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

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

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between ~~_____~~(Boise State University (~~College)~~,the University) and ~~_____~~Justin Shults (Coach).

ARTICLE 1

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

1.2. Reporting Relationship. ~~–~~Coach shall report and be responsible directly to the ~~University (College)'s~~University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of the Director or the ~~Director's~~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 (College)'s Chief Executive Officer (Chief Executive Officer~~University's President (the President).

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

ARTICLE 2

2.1. Term. ~~–~~This Agreement is for a fixed-term appointment of ~~(~~ ~~__~~five (5) years, commencing on ~~_____~~August 1, 2024 and terminating, without further notice to Coach, on ~~_____~~July 31, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. ~~-~~This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties.~~-~~ Any renewal is subject to the prior approval 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 ~~(College).~~.

ARTICLE 3

3.1. Regular Compensation.

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

a) ~~a)~~ An annual salary of ~~$_____ per year~~$120,000, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and ~~Chief Executive Officer~~President and approved by the Board;

b) The base salary will increase annually on August 1 by at least 5% at the sole discretion of the Director after determination by the Director that the annual goals the Director sets for the Coach are successfully achieved. 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 ~~(College)~~ provides generally to non-faculty ~~exempt~~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, ~~University (College) and~~ Coach ~~agree that Coach shall~~does not accrue ~~any~~and use annual leave (vacation) hours~~, and~~ but may take leave (other than sick leave) ~~only~~ with prior written approval of the Director~~);~~; and

~~c~~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 ~~University (College)'s~~ Department ~~of Athletics (Department)~~ provides generally to its employees of a comparable level. Coach hereby

agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the ~~Chief Executive Officer~~President, in the ~~Chief Executive Officer's~~President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~Chief Executive Officer~~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. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

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

~~community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

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

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

~~3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))** Coach agrees that the University (College) has the exclusive right to operate youth (Sport) camps on its campus using University (College) facilities. The University (College)~~3.2.1 Athletic Achievement Incentive Pay.

Regular Season:

Regular Season Conference Champion	5% of salary
Conference Tournament Champion	5% of salary
NCAA At-Large Tournament Invitation	3% of salary
Maximum Cumulative Regular Season	*10% of salary*

Post-Season:

NCAA Tournament Win (per win)	3% of salary
Participate in NCAA Super Regional's	5% of salary
Participate in College World Series	7% of salary
Win College World Series	14% of salary
Maximum Cumulative Post-Season	*14% of salary*

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in August, as long as Coach remains continuously employed as the Head 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 softball 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 2% 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 3% 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 4% 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 5% 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.

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

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

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

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University (College)'s~~University's camps and/or clinics in ~~Coach's~~Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University (College)'s (Sport)~~University's 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 (College)'s summer (Sport)~~University's camps and/or clinics, the University ~~(College)~~ shall pay Coach ~~(amount) per year as~~ supplemental compensation during each year of his employment as ~~head (Sport)~~a coach at the University ~~(College). This amount shall be paid (terms of payment).~~.

~~**(SUMMER CAMP—OPERATED BY COACH)**~~ If the University allows Coach ~~may~~to operate ~~a summer youth (Sport) camp~~ camps and/or clinics at the University ~~(College) under the following conditions:~~

b) ~~a) The summer youth camp~~, such operation ~~reflects positively on the University (College) and the Department;~~shall be according to a written agreement which shall include conditions such as:

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

~~c) Assistant coaches at the University (College) are given priority when Coach or the private enterprise selects coaches to participate;~~

d) Coach complies i) Coach compliance with all NCAA (NAIA), Mountain West Conference (Conference), Board, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps and/or clinics;

e) Coach or the private enterprise enters into a contract with University (College) and (campus concessionaire) for all campus goods and services required by the camp.

f) Coach or private enterprise pays for use ii) Payment for use of University facilities; and

iii) Provision of University (College) facilities including the _____.

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

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

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

j) All employees of the summer youth camp(s) shall be employees of Coach or the private enterprise and not the University (College) while engaged in camp activities. Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. Coach or private enterprise shall provide workers'

~~compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

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

3.~~2.7~~ 3. Footwear; Apparel; Equipment. Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head (Sport) coach.~~. In order to avoid entering into an agreement with a competitor of ~~(Company Name),~~ any University selected vendors, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. ~~-~~Coach shall also report such outside income to the University ~~(College)~~ in accordance with ~~NCAA (or NAIA) rules.~~ Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.~~3~~4. General Conditions of Compensation. ~~—~~All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

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

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

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

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

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

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

are consistent with ~~Coach's~~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 ~~the University (College)'s~~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 ~~Chief Executive Officer.~~President (such approval not to be unreasonably withheld).

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

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

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

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

4.7. Disclosure of 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 ~~involving~~, 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 ~~violence~~harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or ~~any assault that employs~~dishonesty or fiscal misconduct. Any disclosure after the ~~use~~date of ~~a deadly weapon or causes serious bodily injury~~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 ~~(College)~~ are the property of the University ~~(College)~~. . The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the 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 (College)'s~~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 ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

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

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

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

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

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

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

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

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

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~, the Board, the ~~conference~~Conference, or the NCAA ~~(NAIA),~~, by one of ~~–~~ Coach's

assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

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

j) The failure of Coach to disclose ~~Serious Misconduct~~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 ~~(College)~~ 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 ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

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

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

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

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

5.2.2. In the event that the University ~~(College)~~ terminates this Agreement for its own convenience, the University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law,

on the regular paydays of the University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. ~~In~~

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~~, such adjusted compensation to be calculated for each University pay period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University (College) health insurance plan and group life insurance as if Coach remained a University (College) employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first.~~.

~~Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.~~ Coach specifically agrees to inform 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 ~~received from the~~ paid to Coach by University ~~(College)~~ after the date Coach obtains other employment, to which Coach is ~~obtained~~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 ~~(College),~~, which damages are extremely difficult to determine with certainty. ~~-~~The parties further

agree that the payment of such liquidated damages by the University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University ~~(College).~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3~~.~~. Termination by Coach for Convenience.

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

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

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College),~~, as liquidated damages and not a penalty, an amount equal to: Coach's base salary at the ~~following sum: _____~~. 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 head coach at any member institution of the Mountain West Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any softball team participating in any professional league or conference in the United States or Canada.

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

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.

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

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

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)'s~~'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~~Coach's death, ~~Coach's~~Coach's salary and all other benefits shall terminate as of the last day worked, except that ~~Coach's~~Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to ~~Coach's~~Coach's estate or beneficiaries thereunder.

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

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

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

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

ARTICLE 6

6.1 ~~Board~~. Approval. This Agreement shall not be effective until and unless ~~approved by the Board and~~ executed by both parties as set forth below. ~~-~~In addition, the payment of any compensation pursuant to this ~~Agreement~~agreement shall be subject to the approval of the Board, if required, the ~~Chief Executive Officer~~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 ~~(College)'s~~ rules regarding financial exigency.

6.2. University ~~(College)~~ 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 ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University (College)'s~~University's direction or for the ~~University (College)'s~~University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College).~~. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

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

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

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

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

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

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

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

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

the University ~~(College):~~ : Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: ~~Chief Executive Officer~~ Boise State University

Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Justin Shults
Last known address on file with
~~University (College)'s~~University's Human Resource Services

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

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

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

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

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

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

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

University (College)	Coach
Signature:_____	Signature:_____
Printed Name:_____	Printed Name:_____
Chief Executive Officer	
Date:_____	Date:_____

University **Coach**

Jeramiah Dickey Justin Shults
Director of Athletics

Date Date

Dr. Marlene Tromp
President

Date

Approved by the Idaho State Board of Education on the ____ day of _____, ~~20__.~~December, 2024.

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

EMPLOYMENT AGREEMENT

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

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate ~~[Sport]~~softball 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. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~[number]~~five (~~#~~5~~-~~) years, commencing on ~~[date]~~August 1, 2024 and terminating, without further notice to Coach, on ~~[date]~~July 31, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval 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 $120,000, 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) The base salary will increase annually on August 1 by at least 5% at the sole discretion of the Director after determination by the Director that the annual goals the Director sets for the Coach are successfully achieved. 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:

Regular Season Conference Champion	5% of salary
Conference Tournament Champion	5% of salary
NCAA At-Large Tournament Invitation	3% of salary
Maximum Cumulative Regular Season	*10% of salary*

Post-Season:

NCAA Tournament Win (per win)	3% of salary
Participate in NCAA Super Regional's	5% of salary
Participate in College World Series	7% of salary
Win College World Series	14% of salary
Maximum Cumulative Post-Season	*14% of salary*

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in ~~Month~~August, as long as Coach remains continuously employed as the Head 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 softball 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 2% 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 3% 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 4% 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 5% 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.

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

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

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

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

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

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

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

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the ~~[Sport]~~softball 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 for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board.

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

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

4.7. Disclosure of 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, 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 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 4.7 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, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

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

5.2. Termination of Coach for Convenience of University.

5.2.1. At any time after commencement of this Agreement, 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, 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 (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. 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 head coach at any member institution of the Mountain West Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any softball team participating in any professional league or conference in the United States or Canada.

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.

5.3.4. 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: Justin Shults
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
Director of Athletics

Date

Dr. Marlene Tromp
President

Date

Coach

~~Name of Coach~~Justin Shults

Date

Approved by the Idaho State Board of Education on the ____ day of ~~Month~~December, ~~20##~~2024.

Coach Justin Shults Maximum Compensation Calculation - 2024-2029

			2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
3.1.1a	Annual Base Salary		$120,000	$126,000	$132,300	$138,915	$145,861
3.2.1	Additional Pay based on Regular Season		$12,000	$12,600	$13,230	$13,892	$14,586
	Additional Pay based on Post-Season		$16,800	$17,640	$18,522	$19,448	$20,421
3.2.2	Additional Pay based on Academic Achievement		$6,000	$6,300	$6,615	$6,946	$7,293
	Total Maximum potential annual compensation under Employment Agreement		**$154,800**	**$162,540**	**$170,667**	**$179,200**	**$188,160**

BOISE STATE UNIVERSITY

Softball GPA and APR History/National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2019-20	2020-21	2021-22	*2022-23* *(May 2024 release)*
Softball	**1000**	**1000**	**1000**	***1000***
National % Rank by Sport	***90-100***	***90-100***	***90-100***	***90-100***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR APR (4-Year Rolling Average)

Softball	992	991	*994*	*1000*

SINGLE YEAR GRADE POINT AVERAGE (GPA) SCORES

	2020-21	2021-22	2022-23	2023-24
Softball	3.35	3.43	3.50	3.53

Salary and Incentive Comparisions
Head Women's Basketball Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Justin Shults	Boise State	$ 120,000.00	See contract
Jen Fisher	Colorado State	$ 105,845.00	NA
Stacy May-Johnson	Fresno State	$ 130,000.00	Employee will receive an annual bonus in the amounts set out below (non-incremental); **provided that the team's annual NCAA Academic Progress Rate (APR) is at or above 930 as** applicable for that fiscal year. Any adjustments in NCAA policy will be reflected appropriately and will be implemented by mutual consent and the specific goals are met are as follows: **1) Achievement of Annual NCAA APR** a. Above 960 provides $5,000 b. Above 975 provides $10,000 c. Above 985 provides $15,000 *Only one may be provided* **2) Annual Team GPA (Fall/Spring Semesters)** a. 2.6 to 2.999 provides $5,000 b. 3.0 to 3.599 provides $10,000 c. 3.6 and above provides $15,000 *Only one may be provided* **3) Mountain West Conference Achievement** Regular-season co-champion or champion provides $15,000 **4) Participation and Advancement in NCAA Tournament** a. At-Large Participation in Regional $15,000 b. Advancement to Super Regional $30,000 c. Advancement to College World Series provides $50,000 d. National Championship provides $60,000 *Only one may be awarded* **5) National rankings by USA Today/NFCA or ESPN.com/USA Softball** a. Top 25 provides $5,000 b. Top 10 provides $10,000 *Only one may be awarded* **6) Coach of the Year Honors** a. Mountain West Conference Coach of the Year provides $5,000 b. NFCA National Coach of the Year provides $10,000 *Only one may be awarded*
Victoria Hayward	Nevada	$ 129,000.00	For each year that the Program's single year APR is at the level required by Paragraph 4.2.c.8, the University shall pay the Employee, as additional compensation, not subject to COLA, retirement contributions, or retirement deductions, for the Program's achievement of the following: Athletic Performance: a. For winning Conference Coach of the Year: $2,500. b. For winning the Mountain West Conference Regular Season Championship: $2,500. c. For winning the Mountain West Conference Tournament: $5,000. d. For At-large NCAA Tournament Bid: $5,000. e. Winning an NCAA Regional: $2,000. f. Winning a NCAA Super Regional: $2,500. g. Winning a NCAA Championship: $15,000. Academic Performance: For the Team achieving an APR of 985 or higher for the academic year: $2,500. These amounts are cumulative.
Nicole Dickson	New Mexico	$ 100,000.00	**Incentive Salary:** In addition to the compensation set forth above, Coach is eligible for incentive payments according to the following categories of professional achievement. **a.** Mountain West Conference Achievement i. Regular Season Champion; or, ii. Mountain West Conference Champion $5,000 **b.** Coaching Recognition i. Mountain West Coach of the Year $2,500 **c.** Student Athlete Academic Performance i. Academic Progress Rate (APR) 985 or Greater $2,500 1. APR for spring semester classes is not calculated until October of the calendar year, and this incentive does not vest until that time.

Salary and Incentive Comparisions
Head Women's Basketball Coaches in Mountain West Conference

Stacey Nuveman Deniz	San Diego State	$ 120,000.00	The San Diego State University Research Foundation shall pay to the Employee an annual bonus, based upon the criteria set below so long as Employee is employed by San Diego State University as Head Coach-Softball. The annual bonus determination process for non-academic related bonuses will begin at the completion of each Softball season (defined as June 30). The process will continue until all applicable data has been quantified and confirmed but will be paid within 90 days of the end of the Softball season. Supplemental compensation is neither reported to CalPERS, nor eligible for inclusion in any CalPERS retirement calculation. Employee will receive an annual bonus in the amounts set out below (non-incremental) provided that Softball team's annual NCAA Academic Progress Rate (APR) is at or above 930 (as applicable for the previous fiscal year) and the specific goals are met as outlined below. Only the highest single award in NCAA team achievement will be recognized with no accumulation of bonuses within the NCAA category. Any adjustments in NCAA policy will be reflected appropriately and will be implemented by mutual consent. 1) **Conference Competition:** a) Should Softball team win Conference Regular Season Championship or Conference Championship Tournament, Head Coach-Softball is eligible to receive a bonus equal to one (1) month rate of her then annual base salary. 2) **NCAA Competition:** a) Should Softball team participate in NCAA competition, Head Coach-Softball is eligible to receive (non-cumulative)-highest of below. i) Appearance — one (1) month rate ii) Super Regional Appearance — one and ¼ (1.25) month rate iii) College World Series participant — one and ½ (1.5) month rate iv) College World Series Championship Series participant — one and 3/4 (1.75) month rate v) College World Series Champion — two (2) month rate 3) **Other:** a) MW Conference Coach of Year — $2,500 b) National Coach of Year — $5,000 4) **Academic Performance:** a) If the Softball team has a cumulative GPA above 2.80 at the conclusion of the academic year, the Head Coach-Softball is eligible for a $2,000 bonus. b) If the Softball team has APR (Four-year trailing average) score of 950 or higher at the conclusion of the academic year, the Head Coach-Softball is eligible for $2,000 bonus.
Tammy Lohmann	San Jose State	NA	NA
Kristie Fox	UNLV	NA	NA
Todd Judge	Utah State	$ 110,000.00	**Academic Achievements** Team maintains a single-year Academic Progress Rate (APR) of 980 or above or a multiyear APR of 950 or above. — $1,000 Team maintains an average GPA of 3.40 or higher for an academic year. — $1,000 *Note: APR-associated incentive compensation may be paid annually and will be triggered upon the publication of the single-year or multi-year APR of 980 or 950, respectively. GPA-associated incentive compensation may be paid at the conclusion of each academic year. **Conference Achievements** Team accomplishes one of the following: 1) wins the conference regular season as champion or co-champion OR 2) wins the conference tournament championship, OR 3) obtains an NCAA Regional at-large selection bid. This incentive compensation applies to only one of the above achievements. If the Team accomplishes two of the three or all three, double or triple compensation will not be paid. — $8,750 (2023-24 Season); $9,166 (2024-25 Season); $9,583 (2025-26 Season) Coach receives "Coach of the Year" honors from the conference — $1,000 **Coach Award Achievements** (Coach may only earn one annually; maximum annual payment of $10,000) Coach receives National Fastpitch Coaches Association Regional Coach of the Year — $3,000 Coach receives National Fastpitch Coaches Association Coach of the Year — $10,000 **Team Honors** (Coach may earn only one annually; maximum annual payment of $25,000) NCAA Tournament Super Regional Appearance; OR — $10,000 College World Series Appearance; OR — $15,000 College World Series Champion — $25,000 **Final National Team Ranking in USA Today or Associated Press** (Coach may earn only one annually; maximum annual payment of $12,500) Team is ranked in the top 25 — $5,000 Team is ranked in the top 15 — $7,500 Team is ranked in the top 10 — $10,000 Team is ranked in the top 5 — $12,500 *Note: These achievements may be paid annually and will be triggered upon the publication of final rankings in USA Today or the Associated Press. Payment will be made for only the highest achievement that has occurred (e.g., If the Team finishes in the Top 15, then $7,500 would be awarded; NOT $7,500 for the Top 15 AND $5,000 for the Top 25).

Liquidated Damages
Head Women's Basketball Coaches in Mountain West Conference

Coach	School	Length of Contract	2024 Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Justin Shults	Boise State	5 years ending July 31, 2029	$ 120,000	Yes	Sliding Scale	See contract
Jen Fisher	Colorado State	At will	NA	NA	NA	NA
Stacy May-Johnson	Fresno State	5 years ending June 1, 2026	$ 130,000	Yes	Flat Rate	and assistant coaching staff. If Employee chooses to resign her position as Fresno State Head Softball Coach prior to the completion of the Term of the Appointment, she shall pay the Athletic Corporation an early departure fee of $62,000.00 unless the resignation is directly related to Employee's health or family concerns to the Employee and the Employee does not accept comparable employment for at least two years from the effective date of her resignation from the University. If the Employee is on furlough and receiving a reduced salary as the result of the furlough, the amount that the Employee would owe for the early departure fee will be reduced by the same proportionate percentage that her salary was reduced as a result of the furlough.
Victoria Hayward	Nevada	5 years ending May 22, 2029	$ 129,000	Yes	Tied to years in contract	a. If the Employee terminates this Agreement for convenience between the Effective Date and June 30, 2025: $129,000; b. If the Employee terminates this Agreement for convenience between July 1, 2025 and June 30, 2026: $64,500; c. If the Employee terminates this Agreement for convenience between July 1, 2026, and June 30, 2027: $32,250; d. If the Employee terminates this Agreement for convenience between July 1, 2027, and June 30, 2028: $15,000; e. If the Employee terminates this Agreement for convenience between July 1, 2028, and May 22, 2029: $15,000. The liquidated damages shall be due and payable within ninety (90) calendar days of the effective date of the termination, or in accordance with a payment schedule agreed upon by the President of the University and the Employee in writing, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.
Nicole Dickson	New Mexico	5 years ending June 30, 2027	$ 100,000	Yes	Tied to years in contract	Coach understands and agrees that termination of this Contract pursuant to this Section prior to the expiration of the Contract Term will cause irreparable harm to the reputation and athletic programs of the University in an amount not capable of precise calculation or quantification. Therefore, if Coach terminates this Agreement during the Contract Term then Coach agrees to pay to the University as liquidated damages, and not as a penalty, as follows: If termination occurs in Contract Employment Year One: $200,000.00 If termination occurs in Contract Employment Year Two: $100,000.00 If termination occurs in Contract Employment Year Three: $50,000.00 If termination occurs in Contract Employment Year Four: $25.000.00 If termination occurs in Contract Employment Year Five: $0 (zero) Liquidated damages may be modified to a lesser amount at the discretion of the DIA, with approval of the University President. In the event that Coach terminates this Contract and, for a period of two years following the date of termination, is not employed as a Softball Coach, Coach shall not be required to pay liquidated damages pursuant to this Section.

Liquidated Damages
Head Women's Basketball Coaches in Mountain West Conference

Stacey Nuveman Deniz	San Diego State	4 years ending June 30, 2026	$ 120,000	Yes	Tied to years in contract	**Early Termination by Coach.** In the event that Employee voluntarily terminates her employment from the position of Head Coach-Softball with the University for other Softball-related employment, this contract will be terminated, and the Employee will have the following buyout obligations payable to the University upon separation: 1. Before June 30, 2022: $504,300 2. Before June 30, 2023: $384,300 3. Before June 30, 2024: $258,300 4. Before June 30, 2025: $132,300 5. Before June 30, 2026: $0 Should Employee accept head coaching position at the University of California, Los Angeles (UCLA) before June 30, 2026 then buyout obligation shall be $0.
Tammy Lohmann	San Jose State	NA	NA	NA	NA	NA
Kristie Fox	UNLV	NA	NA	NA	NA	NA
Todd Judge	Utah State	3 year ending June 30, 2026	$ 110,000	Yes	Tied to years in contract	**7. Termination for Convenience** 7.1. Termination for Convenience by Coach. Subject to the terms of this Agreement, at any time during the Term, Coach may terminate this Agreement *for convenience* by providing written notification of the same to USU. Termination will be effective upon USU's receipt of said notice. Termination by the Coach *for convenience* shall waive all compensation otherwise due under this Agreement. In the event this Agreement is terminated by Coach *for convenience* and more than one year remains on the Term of the Agreement, Coach shall pay to USU liquidated damages in an amount of fifteen thousand dollars ($15,000.00), unless otherwise negotiated by the Coach and the Director. Any such negotiations shall be in good faith between the Parties and consider the current circumstances of the Team, any assistant coaches, and associated student-athletes; the time remaining in both the Term and the then present season of competition (*e.g.*, mid-season, post season, etc.), and anticipated expenses that would be incurred by USU in replacing the Coach.

BOISE STATE UNIVERSITY

SUBJECT

Employment contract for Head Women's Basketball Coach Gordon Presnell

REFERENCE

February 2011	The Idaho State Board of Education (Board) approved a two-year employment agreement with Head Women's Basketball Coach Gordon Presnell.
December 2014	The Board approved a five-year employment agreement with Coach Presnell.
August 2016	The Board approved a new three-year employment agreement with Coach Presnell.
August 2017	The Board approved a new five-year rolling employment agreement with Coach Presnell.
December 2018	The Board approved an amendment to the 2017 employment agreement with Coach Presnell regarding incentive pay.
June 2019	The Board approved a new four year and nine month employment agreement with Coach Presnell.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University seeks to renew and extend the contract for its Head Women's Basketball Coach, Gordon Presnell. The contract is similar to the standard issued by Boise State University and is in conformance with the Board's template.

Under Coach Presnell's leadership, the Boise State Women's Basketball team continues to excel as evidenced by the following performance measures:

- 751 career wins, ranking Presnell 6th among active Division I women's basketball head coaches
- 243 wins since joining the Mountain West (4th all time)
- 134 Mountain West victories (2nd all time)
- 20 Mountain West Tournament wins (2nd most all time)
- 14 winning seasons at Boise State (including 10 of the last 11)
- 4 regular season titles and 6 conference tournament titles

- First coach to win 4 consecutive Mountain West tournament titles
- Named to the WBCA Academic Top 25 in 3 straight seasons

The current contract term extends to March 2027; the new contract seeks to establish a fixed, five-year term to provide continuity in program leadership.

IMPACT

Coach Presnell's salary is funded with program revenues, media, donations and other non-appropriated funds. The salary and incentive structures have changed from the current contract. Terms are as follows:

Term: Fixed term contract of five years.

Base Compensation:

April 1, 2024 – March 31, 2025 = $350,000;
April 1, 2025 – March 31, 2026 = $360,000;
April 1, 2026 – March 31, 2027 = $370,000;
April 1, 2027 – March 31, 2028 = $380,000;
April 1, 2028 – March 31, 2029 = $390,000;

Buy-Out Provision: 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 head coach at any member institution of the Mountain West Conference; or
b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any women's basketball team participating in any professional league or conference in the United States or Canada.

Incentives:

Pay for Performance – Athletic:

Regular Season:

Conference Regular Season Champion	6% of salary
Conference Tournament Champion	6% of salary
NCAA At-Large Tournament Invitation	4% of salary

Maximum Cumulative Regular Season	*12% of salary*

Post-Season:

National Invitation Tournament win	2% of salary
NCAA Tournament Win (per win)	4% of salary
NCAA Tournament Elite 8 Appearance	6% of salary
NCAA Tournament Final Four Appearance	8% of salary
NCAA Tournament National Champion	16% of salary
Maximum Cumulative Post-Season	*16% of salary*

Pay for Performance – Academic

Academic Incentive Pay may be earned for the most recent academic year if the annual Team Academic Progress Rate ("APR") ranks nationally within women's basketball 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

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Redline of Proposed Contract to Model Agreement
Attachment 3 – Redline of Proposed Contract to Current Agreement as amended
Attachment 4 – Maximum Compensation Calculation
Attachment 5 – APR Summary
Attachment 6 – Base Salary and Incentive Comparison
Attachment 7 – Liquidated Damages Comparison

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed employment contract agreement is in substantial compliance with the Board-approved model contract, with a base salary of $350,000 being consistent with other head women's basketball coaches in the Mountain West Conference. The contract is a 5-year fixed term with a set $10,000 increase annually. Proposed incentives are aligned with performance expectations and are designed to reward both academic and athletic success. The contract provides reasonable terms regarding termination and liquidated damages, ensuring fairness for both parties.

The contract does contemplate Athletic Achievement Incentives as noted in the contract (Attachment 1 – Articles 3.2.1 through 3.2.3.) The dollar incentive is tied to the NCAA Academic Progress Rate (APR) Standards that are reported to the Board annually.

Should the University terminate the Coach for convenience, the University would be obligated to pay the Coach any compensation to which the Coach was contractually entitled before the termination date, but which was unpaid as of that date. Additionally, the University shall be obligated to pay the Coach, as liquidated damages not a penalty, the annual salary until the term of the agreement ends or the Coach obtains reasonable comparable employment, whichever occurs first. If the Coach terminates the Agreement for convenience, he will be responsible for liquidated damages and not a penalty in the amounts noted in Attachment 1 – Section 5.2.

Board staff recommends approval of the proposed employment agreement for Head Women's Basketball Coach Gordon Presnell.

BOARD ACTION

I move to approve the request by Boise State University to enter a new multi-year employment agreement as proposed herein with Gordon Presnell, Head Women's Basketball Coach.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

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

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate women's basketball team (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. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on April 1, 2024 and terminating, without further notice to Coach, on March 31, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval 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 as follows:
April 1, 2024 – March 31, 2025 = $350,000;
April 1, 2025 – March 31, 2026 = $360,000;
April 1, 2026 – March 31, 2027 = $370,000;
April 1, 2027 – March 31, 2028 = $380,000;
April 1, 2028 – March 31, 2029 = $390,000;
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) 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; 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:

Conference Regular Season Champion	6% of salary
Conference Tournament Champion	6% of salary
NCAA At-Large Tournament Invitation	4% of salary
Maximum Cumulative Regular Season	*12% of salary*

Post-Season:

National Invitation Tournament Win	2% of salary
NCAA Tournament Win (per win)	4% of salary
NCAA Tournament Elite 8 Appearance	6% of salary
NCAA Tournament Final Four Appearance	8% of salary
NCAA Tournament National Champion	16% of salary
Maximum Cumulative Post-Season	*16% of salary*

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in May, as long as Coach remains continuously employed as the Head 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 women's basketball as follows:

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the women's basketball 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 for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board.

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

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

4.7. Disclosure of 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, 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 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 4.7 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, 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.

5.1.5. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

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, 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 (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. 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 head coach at any member institution of the Mountain West Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any women's basketball team participating in any professional league or conference in the United States or Canada.

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.

5.3.4. 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: Gordon Presnell
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
Director of Athletics

Date

Dr. Marlene Tromp
President

Date

Coach

Gordon Presnell

Date

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

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

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between ~~_____~~(Boise State University (~~College),~~the University) and ~~_____~~Gordon Presnell (Coach).

ARTICLE 1

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

1.2. Reporting Relationship. ~~–~~Coach shall report and be responsible directly to the ~~University (College)'s~~University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of the Director or the ~~Director's~~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 (College)'s Chief Executive Officer (Chief Executive Officer~~University's President (the President).

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

ARTICLE 2

2.1. Term. ~~–~~This Agreement is for a fixed-term appointment of ~~(~~ ~~___~~five (5) years, commencing on ~~_____~~ April 1, 2024 and terminating, without further notice to Coach, on ~~_____~~March 31, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. ~~-~~This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties.~~-~~ Any renewal is subject to the prior approval 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 ~~(College).~~.

ARTICLE 3

3.1. Regular Compensation.

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

a) ~~a)~~ An annual salary ~~of $_____ per year,~~ as follows:
April 1, 2024 – March 31, 2025 = $350,000;
April 1, 2025 – March 31, 2026 = $360,000;
April 1, 2026 – March 31, 2027 = $370,000;
April 1, 2027 – March 31, 2028 = $380,000;
April 1, 2028 – March 31, 2029 = $390,000;
payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and ~~Chief Executive Officer~~President and approved by the Board;

~~b~~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 ~~(College)~~ provides generally to non-faculty ~~exempt~~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, University (College) and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director);~~; and

~~c~~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 ~~University (College)'s~~ Department ~~of Athletics (Department)~~ provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the ~~Chief Executive Officer~~President, in the ~~Chief Executive Officer's~~President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~Chief Executive Officer~~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. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic~~

~~recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

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

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

~~3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))** Coach agrees that the University (College) has the exclusive right to operate youth (Sport) camps on its campus using University (College) facilities. The University (College)~~3.2.1 Athletic Achievement Incentive Pay.

Regular Season:

Conference Regular Season Champion	6% of salary
Conference Tournament Champion	6% of salary
NCAA At-Large Tournament Invitation	4% of salary
Maximum Cumulative Regular Season	*12% of salary*

Post-Season:

National Invitation Tournament Win	2% of salary
NCAA Tournament Win (per win)	4% of salary
NCAA Tournament Elite 8 Appearance	6% of salary
NCAA Tournament Final Four Appearance	8% of salary

NCAA Tournament National Champion 16% of salary

Maximum Cumulative Post-Season 16% of salary

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in May, as long as Coach remains continuously employed as the Head 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 women's basketball as follows:

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

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

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

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 decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made

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

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

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

a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University (College)'s~~University's camps and/or clinics in ~~Coach's~~Coach's capacity as a University ~~(College)~~ employee. ~~-~~ Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University (College)'s (Sport)~~University's 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 (College)'s summer (Sport)~~University's camps and/or clinics, the University ~~(College)~~ shall pay Coach ~~(amount) per year as~~ supplemental compensation during each year of his employment as ~~head (Sport)~~a coach at the University ~~(College). This amount shall be paid (terms of payment).~~.

~~**(SUMMER CAMP—OPERATED BY COACH)**~~ If the University allows Coach ~~may~~to operate ~~a summer youth (Sport) camp~~ camps and/or clinics at the University ~~(College) under the following conditions:~~

b) ~~a) The summer youth camp~~, such operation ~~reflects positively on the University (College) and the Department;~~shall be according to a written agreement which shall include conditions such as:

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

~~c) Assistant coaches at the University (College) are given priority when Coach or the private enterprise selects coaches to participate;~~

~~d) Coach complies~~i) Coach compliance with all NCAA ~~(NAIA),~~, Mountain West Conference (Conference), Board, and University ~~(College)~~ rules and regulations related, directly or indirectly, to the operation of ~~summer youth~~ camps and/or clinics;

~~e) Coach or the private enterprise enters into a contract with University (College) and (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) Coach or private enterprise pays for use~~ii) Payment for use of University facilities; and

iii) Provision of ~~University (College) facilities including the _____~~.

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

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

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

~~j) All employees of the summer youth camp(s) shall be employees of Coach or the private enterprise and not the University (College) while engaged in camp activities. Coach~~

~~and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

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

3.~~2.7~~ 3. Footwear; Apparel; Equipment. Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head (Sport) coach.~~. In order to avoid entering into an agreement with a competitor of ~~(Company Name),~~ any University selected vendors, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. ~~Coach~~ shall also report such outside income to the University ~~(College)~~ in accordance with ~~NCAA (or NAIA) rules.~~ Section 4.2 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including (Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.~~3~~4. General Conditions of Compensation. ~~—~~All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

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

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

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

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

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

~~4.2~~4.2. Outside Activities.~~—~~ Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would ~~otherwise~~unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University ~~(College),~~, the Department, would reflect adversely upon the University

~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the ~~Chief Executive Officer~~President, enter into separate arrangements for outside activities and endorsements which are consistent with ~~Coach's~~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 ~~the University (College)'s~~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 ~~Chief Executive Officer.~~President (such approval not to be unreasonably withheld).

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

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

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

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

4.7. Disclosure of 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 ~~involving~~, 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 ~~violence~~harassment, sexual misconduct, domestic violence, dating violence, stalking, sexual exploitation, or ~~any assault that employs~~dishonesty or fiscal misconduct. Any disclosure after the ~~use~~date of ~~a deadly weapon or causes serious bodily injury~~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 ~~(College)~~ are the property of the University ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the 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 (College)'s~~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 ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

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

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

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

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

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

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

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

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

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

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

j) The failure of Coach to disclose ~~Serious Misconduct~~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 ~~(College)~~ 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 ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

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

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

5.1.5. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

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

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

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

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~~, such adjusted compensation to be calculated for each University pay period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University (College) health insurance plan and group life insurance as if Coach remained a University (College) employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first.~~.

~~Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.~~ Coach specifically agrees to inform 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 ~~received from the~~ paid to Coach by University ~~(College)~~ after the date Coach obtains other employment, to which Coach is ~~obtained~~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 ~~(College),~~, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University ~~(College).~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3~~.~~. Termination by Coach for Convenience.

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

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

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College),~~, as liquidated damages and not a penalty, an amount equal to: Coach's base salary at the ~~following sum: _____~~ 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 head coach at any member institution of the Mountain West Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any women's basketball team participating in any professional league or conference in the United States or Canada.

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

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.

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

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

5.4. Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)'s~~'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~~Coach's death, ~~Coach's~~Coach's salary and all other benefits shall terminate as of the last day worked, except that ~~Coach's~~Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to ~~Coach's~~Coach's estate or beneficiaries thereunder.

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

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

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

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

ARTICLE 6

6.1 ~~Board~~. Approval. This Agreement shall not be effective until and unless ~~approved by the Board and~~ executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this ~~Agreement~~agreement shall be subject to the approval of the

Board, if required, the ~~Chief Executive Officer~~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 ~~(College)'s~~ rules regarding financial exigency.

6.2. University ~~(College)~~ 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 ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University (College)'s~~University's direction or for the ~~University (College)'s~~University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College).~~. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

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

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

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

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

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

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

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

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

the University ~~(College)~~: : Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: ~~Chief Executive Officer~~ Boise State University

Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: Gordon Presnell
Last known address on file with
~~University (College)'s~~University's Human Resource Services

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

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

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

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

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

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

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

~~University (College)~~	~~Coach~~
~~Signature:~~_____	~~Signature:~~_____
~~Printed Name:~~_____	~~Printed Name:~~_____
~~Chief Executive Officer~~	
~~Date:~~_____	~~Date:~~_____

University **Coach**

Jeramiah Dickey Gordon Presnell
Director of Athletics

Date Date

Dr. Marlene Tromp
President

Date

Approved by the Idaho State Board of Education on the ____ day of _____, ~~20__.~~December, 2024.

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

EMPLOYMENT AGREEMENT

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

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate ~~[Sport]~~women's basketball 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. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~[number]~~five ~~(~~5 ~~#~~) years, commencing on ~~[date]~~ April 1, 2024 ~~and~~ terminating, without further notice to Coach, on March 31, 2029 ~~[date]~~ unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1. Regular Compensation.

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

a) An annual salary ~~of $_____~~,as follows:
April 1, 2024 – March 31, 2025 = $350,000;
-April 1, 2025 – March 31, 2026 = $360,000;
April 1, 2026 – March 31, 2027 = $370,000;
April 1, 2027 – March 31, 2028 = $380,000;
April 1, 2028 – March 31, 2029 = $390,000;

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) 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:

Conference Regular Season Champion	6% of salary
Conference Tournament Champion	6% of salary
NCAA At-Large Tournament Invitation	4% of salary
Maximum Cumulative Regular Season	*12% of salary*

Post-Season:

National Invitation Tournament Win	2% of salary
NCAA Tournament Win (per win)	4% of salary
NCAA Tournament Elite 8 Appearance	6% of salary
NCAA Tournament Final Four Appearance	8% of salary
NCAA Tournament National Champion	16% of salary
Maximum Cumulative Post-Season	*16% of salary*

Any supplemental compensation awarded as Athletic Achievement Incentive Pay shall be paid on the first regular pay date in May, as long as Coach remains continuously employed as the Head 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 women's basketball as follows:

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

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

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

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

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

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

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

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

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

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

Coach supplemental compensation during each year of his employment as a coach at the University.

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

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

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

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the ~~[Sport]~~women's basketball 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 for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the Board.

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

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

4.7. Disclosure of 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, 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 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 4.7 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, 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.

5.1.5. In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

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, 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 (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. 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 head coach at any member institution of the Mountain West Conference; or

b) 0.5 if Coach has accepted or before the end of the Term of this Employment Contract accepts a position as head coach 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 a coach for any ~~SPORT~~

women's basketball team participating in any professional league or conference in the United States or Canada.

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.

5.3.4. 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: ~~_____~~Gordon Presnell
Last known address on file with
University's Human Resource Services

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

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

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

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

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

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

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

University	**Coach**
Jeramiah Dickey Director of Athletics	~~Name of Coach~~Gordon Presnell
Date	Date
Dr. Marlene Tromp President	
Date	

Approved by the Idaho State Board of Education on the ____ day of ~~Month~~December, ~~20##~~2024.

Coach Gordy Presnell Maximum Compensation Calculation - 2024-2029

			2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
3.1.1a	Annual Base Salary		$350,000	$360,000	$370,000	$380,000	$390,000
3.2.1	Additional Pay based on Regular Season		$42,000	$43,200	$44,400	$45,600	$46,800
	Additional Pay based on Post-Season		$56,000	$57,600	$59,200	$60,800	$62,400
3.2.2	Additional Pay based on Academic Achievement		$21,000	$21,600	$22,200	$22,800	$23,400
	Total Maximum potential annual compensation under Employment Agreement		**$ 469,000.00**	**$ 482,400.00**	**$ 495,800.00**	**$ 509,200.00**	**$ 522,600.00**

BOISE STATE UNIVERSITY

Women's Basketball APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2019-20	2020-21	2021-22	*2022-23* *(May 2024 release)*	REPORT YEAR
Women's Basketball	**1000**	**957**	**1000**	**1000**	Raw Score for single year
National % Rank by Sport	***90-100***	***60-70***	***90-100***	***90-100***	***Percentile Rank for Sport***

MULTI-YEAR APR (4-Year Rolling Average)

Women's Basketball	1000	990	990	995

SINGLE YEAR GRADE POINT AVERAGE (GPA) SCORES

	2020-21	2021-22	2022-23	2023-24
Women's Basketball	3.40	3.73	3.72	3.61

Salary and Incentive Comparisions
Head Women's Basketball Coaches in Mountain West Conference

Coach	School	Base Salary	Incentives
Stacy McIntyre	Air Force		
Gordy Presnell	Boise State		See Contract
Ryun Williams	Colorado State	$ 275,000.00	▪ Win either the conference regular season or tournament championship (only one bonus can be earned in a season): **$25,000** ▪ Finish second or third in the conference regular season standings: **$7,500** ▪ Qualify for the NCAA Tournament: **$30,000** ▪ Qualify for the secondary postseason tournament offered by the NCAA (expected to begin in 2024): **$10,000** ▪ Advance to the Sweet 16 of the NCAA Tournament: **$30,000** ▪ Advance to the Elite Eight of the NCAA Tournament: **$30,000** ▪ Advance to the Final Four of the NCAA Tournament: **$30,000** ▪ Win the NCAA Tournament: **$50,000**
Jaime White	Fresno State	$ 290,000	Employee will receive an annual bonus in the amounts set out below (non-incremental); provided that the team's annual NCAA Academic Progress Rate (APR) is at or above 930 as applicable for that fiscal year. Any adjustments in NCAA policy will be reflected appropriately and will be implemented by mutual consent and the specific goals are met are as follows: **1) Achievement of Annual NCAA APR** a. Above 960 provides $10,000 b. Above 980 provides $15,000 *Only one may be awarded* **2) Annual Team Grade Point Average (Fall/Spring Semesters)** a. 3.1 to 3.299 provides $5,000 b. 3.3 and above provides $10,000 *Only one may be awarded* **3) Mountain West Conference Wins** a. 14 wins provides $5,000 b. 16 wins provides $10,000 *Only one may be awarded* **4) Mountain West Conference Achievement** a. Regular-season co-champion provides $10,000 b. Regular-season champion provides $15,000 *Only one may be awarded.* c. Tournament championship provides $20,000 *Assumes affiliation with MWC membership. Any change in conference affiliation or in conference membership may require adjustment to reflect the appropriate level of competition.* **5) Participation and Advancement in NCAA Tournament** a. At-Large First Round bid provides $20,000 b. Advancement to Second Round provides $25,000 c. Advancement to "Sweet Sixteen" provides $30,000 d. Advancement to Elite 8: $35,000 e. Advancement to "Final Four" provides $45,000 f. NCAA Runner Up provides $60,000 g. National Championship provides $75,000 *Only one may be awarded* **6) Participation in the WNIT Tournament** a. Participation provides $3,000 b. Advancement to the "Final Four" provides $7,500 c. WNIT championship provides $12,500 *Only one may be awarded* **7)** Final National Rankings a. Top 25 ranking provides $7,500 b. Top 10 ranking provides $10,000 *USA Today Coaches' Poll and/or Associated Press Poll. Only one may be awarded.* **8)** Individual Honors a. Affiliated Conference Coach of the Year award provides $7,500 b. WBCA Regional Coach of the Year provides $10,000 c. National Coach of the Year award provides $20,000
Amanda Levens	Nevada	$ 260,000	For each year that the Program's single year APR is at the level required by Paragraph 4.2.c.8, the University shall pay the Employee, as additional compensation, a total maximum amount of $127,500 per fiscal year, not subject to COLA, retirement contributions, or retirement deductions, for the Program's achievement of the following: Athletic Performance: • For the team winning 20-23 games in a season: $3000; or • For the team winning 24-28 games in a season: $5000; or • For the team winning 29 or more games in a season: $7500; and • For a Conference Regular Season Top 3 (including ties) finish: $5,000.00 or • For winning or tying the Conference Regular Season Championship: $10,000.00; and • For winning the Conference Tournament Championship: $10,000.00; and • For receiving the Conference Coach of the Year Award or/Co-Coach of the Year Award: $5,000.00; and • In the NCAA Tournament:

Salary and Incentive Comparisions
Head Women's Basketball Coaches in Mountain West Conference

			• In the NCAA Tournament: o For the team playing in NCAA Tournament (Round of 68 or 64): $5,000; And o For playing in the Round of 32: $5,000; and o For playing in the Round of 16: $5,000; and o For playing in the Round of 8: $5,000; and o For the team playing in the Final Four: $25,000.00; And • For the team winning the NCAA Championship: $50,000.00. • In the WNIT Post Season Tournament: o For the team playing in the tournament: $3,000 o For the team playing in the Round of 32: $1,000; o For the team playing in the Round of 16: $1,000; o For the team playing in the Round of 8: $1,000; o And o For the team playing in the Final Four: $10,000 o For the team winning the WNIT Championship:$20,000.00. Academic Performance Payment For the team achieving a GPA of 3.25 or higher in the fall or in the spring semester of each academic year: $2,500
Mike Bradbury	New Mexico	$ 275,000	**Incentive Salary:** In addition to the compensation set forth above, Coach is eligible for incentive payments according to the following categories of professional achievement. a. Mountain West Conference Achievement i. Mountain West Conference Regular Season Champion $10,000.00 ii. Mountain West Tournament Champion $10,000.00 1. Only one incentive may be earned under this category. b. Non-Conference Regular Season Achievement i. Win versus non-conference Division 1 Net Top 50 Program $5,000.00 per win ii. Win versus non-conference Division 1 Net Top 100 Program $2,500.00 per win 1. Opposing team Net shall be determined based on a two-year average of the NET Rankings calculated at the end of the current season. c. Coaching Recognition i. Mountain West Coach of the Year $5,000.00 d. Student Athlete Academic Performance i. Academic Progress Rate (APR) 975 to 984 $10,000.00 ii. Academic Progress Rate (APR) 985 or greater $12,500.00 e. Primary NCAA Post Season Tournament Achievement i. NCAA At-Large Appearance Only $10,000.00 ii. NCAA First Round Win $7,5000.00 iii. NCAA Sweet Sixteen Appearance $10,000.00 iv. NCAA Elite Eight Appearance $12,500.00 v. NCAA Final Four Appearance $15,000.00 vi. NCAA National Champions $25,000.00 f. Secondary NCAA-Sponsored Post Season Tournament i. Appearance in Tournament $5,000.00 For NCAA Post Season Achievement ("March Madness"), the incentive earned shall correspond to the highest level of achievement attained, not to exceed a maximum incentive payment of Twenty-Five Thousand Dollars ($25,000.00). Incentive payments will be paid no later than May 30th of the Contract Employment Year in which the professional achievement was earned. Coach understands and agrees that incentive payments, if any, are taxable compensation to him, and that Coach is solely responsible for the tax consequences associated therewith. Regular Season Gross Ticket Revenue $400,000 or more in gross ticket revenue $10,000.00 $500,000 or more in gross ticket revenue $25,000.00 If earned, for the Regular Season Gross Ticket Revenue achievement category, a maximum of one incentive payment shall be paid per Contact Year, not to exceed a maximum incentive payment of Twenty-Five Thousand Dollars ($25,000.00). The incentive payment for ticket revenue will be issued to the Lobo Women's Basketball Enhancement account.
Stacie Terry-Hutson	San Diego State	$ 278,220	**Bonus structure**- a. MWC Regular Season or Tournament Championship-$17,000 b. NCAA Tournament-highest of below i. Appearance-$25,000 ii. Final Four appearance-$35,000 iii. Championship-$50,000 c. WNIT Post-Season Appearance-$17,000 d. MWC Coach of Year-$5,000 e. National Coach of Year-$15,000 f. Team cumulative GPA above 2.80-$10,000 g. APR (4 year average) above 950-$10,000 h. Win 20 or more games-$10,000

Salary and Incentive Comparisions
Head Women's Basketball Coaches in Mountain West Conference

April Phillips	San Jose State	$ 235,008	**Incentive compensation criteria:** a) Conference Championship Regular season - $15,000 Conference tournament - $15,000 or NCAA at-large bid - $15,000 b) Every win in post-season game of NCAA tournament - $5,000 c) WNIT post season bid - $5,000 WNIT championship - $10,000 d) Conference coach-of-the-year - $10,000 e) If the team's most recent single year APR score is 970 or higher - $5,000 The APR number will be set annually by October 1st during the remaining years of the contract. f) If the team wins 20 regular season games or more - $10,000 (does not include the Mountain West Conference Tournament). g) If the team wins 20 regular season games, the term of this agreement will be extended one year.
Lindy La Rocque	UNLV	$ 150,000	**Beginning in the second year of the employment contract, for each year that the Program's single year APR is at 930 or above, the University shall pay the Employee, as additional compensation, the additional amounts set forth below for the Program's achievement of the following:** **MW Regular Season (not cumulative):** **$7,500 14 wins or more** **Or** **$12,500 Undefeated season** **MW Conference Performance:** **$15,000 Winning the MW Conference Regular Season Championship** **$10,000 Tying for the MW Conference Regular Season Championship** **$15,000 MW Tournament Championship** **$15,000 MW Coach of the Year Award or Co-Coach of the Year Award** **$10,000 WCBA Regional Coach of the Year Award** **$20,000 National Coach of the Year Award** **NCAA Tournament (not cumulative):** **$20,000 Playing in the First Round** **$20,000 Playing in the Second Round** **$25,000 Playing in the Sweet 16** **$30,000 Playing in the Elite 8** **$35,000 Playing in the Final Four** **$45,000 Playing in the National Championship** **$75,000 Winning the NCAA Championship** **WNIT Post Season Tournament (not cumulative):** **$5,000 WNIT appearance** **$7,500 Final Four** **$20,000 Winning the WNIT Championship** **Academic Achievements APR (not cumulative):** **$5,000 Single year APR 980 or above (immediate proceeding year)** **Or** **$10,000 Multi-Year APR meets or exceeds National Average** **Academic Achievements GPA (not cumulative):** **$5,000 3.25-3.49 cumulative team GPA** **Or** **$10,000 3.50-4.0 cumulative team GPA** **The Athletic Performance Payment shall not be earned and payable unless the Program's single year APR is achieved and maintained at the minimum level set forth above for the immediately preceding academic year. In the event Employee earns the Athletic Performance Payment but Employee's employment is terminated on or before February 15th of that year, whether: (i) by University for cause pursuant to Article 6.1.c and d; or (ii) by Employee for the Employee's convenience pursuant to Article 6.2, Employee shall forfeit the Athletic Performance Payment.**
Wesley Brooks	Utah State	$ 250,000	Not available

Salary and Incentive Comparisions
Head Women's Basketball Coaches in Mountain West Conference

Heather Ezell	Wyoming	$	245,004	a. **Additional Compensation*:** $15,000 *Includes, but is not limited to, compensation related to appearances for the Cowboy Joe Club, Marketing & Branding, Outreach (Athletics, University, etc.), Radio Show, TV show, etc. The **Additional Compensation** will be earned and payable in twelve (12) equal installments on a monthly basis. b. **Academic Progress Rate (APR) Achievement Award:** $7,500-$10,000 Employee shall receive $7,500 for each year in which the most recent single-year (annual) APR score for women's basketball is between 985 and 999 as reported on the official NCAA APR Report. Employee shall receive $10,000 for each year in which the most recent single-year (annual) APR score for women's basketball is 1,000 as reported on the official NCAA APR Report. Thus, the following incentives are feasible: • Women's basketball does not earn a 985 or above = $0 • Women's basketball earns between a 985-999 = $7,500 • Women's basketball earns 1,000 = $10,000 Any incentive compensation for achieving the Academic Progress Rate (APR) Achievement

Liquidated Damages
Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 7

Coach	School	Length of Contract	2024 Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Stacy McIntyre	Air Force					
Gordy Presnell	Boise State	5 years		Yes	Tied to years in contract	See Contract
Ryun Williams	Colorado State	3 years (extended)	$ 275,000.00	Yes	Tied to years in contract	If Williams leaves CSU for another coaching job between now and March 15, 2026, he would owe the school $50,000. The buyout drops to zero after March 15, 2026.
Jaime White	Fresno State	4 years	$ 290,000	Yes	Tied to years in contract	**Liquidated Damages.** The University and Employee agree that coaches of intercollegiate athletic teams at the University conduct their professional activities under circumstances unique in the University community and among University employees, including evaluation and scrutiny of program performance by the public and the media and control by external rules and regulations. The Employee engenders the loyalty and commitment of student-athletes and fans, which can be lost if the Employee leaves the University prior to the expiration of the Term of Appointment. The amount, nature and extent of such costs are difficult if not impossible to compute and ascertain with certainty but which will include and not be limited to: (i) searching, recruiting and hiring another Head Women's Basketball coach and (ii) buying out the contract, if necessary, of a new Head Women's Basketball coach and assistant coaching staff. If Employee chooses to resign her position as Fresno State Head Women's Basketball Coach prior to the completion of the Term of the Appointment, she shall be obligated to pay 50 percent of her base salary for the applicable contract year to the Fresno State Athletic Corporation ("Athletic Corporation") within 30 days of the effective date of resignation.
Amanda Levens	Nevada	5 years	$ 260,000	No	NA	NA
Mike Bradbury	New Mexico	5 years	$ 275,000	Yes	Tied to years in contract	**Termination by Request of Coach:** Coach may terminate this Agreement at any time upon **thirty (30) days' written notice** to the DIA. In the event that Coach terminates this Agreement pursuant to this Section, the University shall have no further liability except for base salary and benefits accrued to the date of termination. Coach understands and agrees that termination of this Agreement pursuant to this Section prior to the expiration of the Contract Term of this Agreement will cause irreparable harm to the reputation and athletic programs of the University in an amount not susceptible to precise calculation or quantification. Therefore, if Coach terminates this Agreement within Contract Year One (1) of the term of this Agreement **(July 1, 2023 – June 30, 2024)**, then Coach shall pay the University liquidated damages, and not as penalty, the sum of **One Hundred Thousand Dollars ($100,000.00)** within **sixty (60) days** of the termination of this Agreement. If Coach terminates this Agreement within Contract Year Two (2) of the term of this Agreement **(July 1, 2024 – June 30, 2025)**, then Coach shall pay the University liquidated damages, and not as penalty, the sum of **Seventy-five Thousand Dollars ($75,000.00)** within **sixty (60) days** of termination of this Agreement. If Coach terminates this Agreement within Contract Year Three (3) of the term of this Agreement **(July 1, 2025 – June 30, 2026)**, then Coach shall pay the University liquidated damages, and not as penalty, the sum of **Fifty Thousand Dollars ($50,000.00)** within **sixty (60) days** of termination of this Agreement. If Coach terminates this Agreement within the Contract Year Four (4) or Five (5) of the term of this Agreement then Coach shall not be obligated to pay the University liquidated damages. Pursuant to this Section, any liquidated damages sum shall be paid in full to the University within sixty (60) days of termination. Failure to pay the full liquidated damages sum shall constitute a material and actionable breach of this Agreement. The liquidated damages shall be the University's sole and exclusive quantification and limitation of Coach's damages owed to the University pursuant to this Section and the University shall

Liquidated Damages
Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 7

						seek no other remedies or damages whatsoever against Coach related to Coach's termination of this Agreement.
Stacie Terry-Hutson	San Diego State	4 years	$ 278,220	Yes	Tied to years in contract	Section 7.04 of the Appointment Letter is amended to indicate that Coach shall have the following buyout obligations payable to the University upon separation: a. Before April 30, 2021: $250,000 b. After April 30, 2021 and Before April 30, 2023: $100,000 c. After April 30, 2023: $0
April Phillips	San Jose State	5 years	$ 235,008	Yes	Tied to years in contract	In the event the Employee negotiates employment at another organization prior to the expiration of this appointment, Employee agrees to pay the University a buy-out settlement as follows: if Employee leaves between the time period of April 8, 2022 through March 31, 2023, the Employee will pay $150,000; if Employee leaves between April 8, 2023 and March 31, 2024 the Employee will pay $150,000; If Employee leaves between the time period of April 8, 2024 through March 31, 2025 the Employee will pay $135,000: if the Employee leaves between April 8, 2025 and March 31, 2026 the Employee will pay $75,000; if the Employee leaves between the time period of April 8, 2026 and March 31, 2027 the Employee will pay $50,000. In all such circumstances, Employee shall also waive any claims for payments from the University or the Tower Foundation remaining under the terms of this appointment.
Lindy La Rocque	UNLV	5 years	$ 300,000	Yes	Tied to years in contract	**Employee shall pay to the University an amount equal to the sum of (i) Employee Base Salary as defined in Article 5.1 of this Agreement and (ii) Media and Public Appearance Fee as defined in Article 5.6.a of this Agreement for the period remaining in the Term (partial months shall be prorated), multiplied by the following percentages based on the effective date of termination:** **If terminated on or before June 30, 2025 – 75%; or** **If terminated on or after July 1, 2025 – 25%.** **The liquidated damages shall be due and payable within twenty (20) calendar days of the effective date of the termination, or in accordance with a payment schedule agreed upon by the President of the University and the Employee in writing, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.**
Wesley Brooks	Utah State	5 years	$ 250,000	Yes	Tied to years in contract	As for Brooks' buyout, Utah State would be required to pay 75 percent of his "cumulative remaining salary, which is the pro-rated amount of total compensation due under this offer letter" if it was to terminate this contract for convenience (meaning without cause) before the conclusion of the 2028-29 season. If Brooks terminates the contract for convenience before March 31, 2025, Utah State would be due 80 percent of his cumulative remaining salary. On or after April 1, 2025, that figure dips to 60 percent for the remainder of his tenure.
Heather Ezell	Wyoming	5 years	$ 252,408	Yes	Tied to years in contract	In the event Employee terminates this Agreement to accept employment in intercollegiate or professional athletics, Employee shall owe the University liquidated damages in an amount equal to the base salary for each of the remaining years of the Agreement (the "University Liquidated Damages").

UNIVERSITY OF IDAHO

SUBJECT

Renewal by amendment of existing retail lease for Vandal Store in Boise.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2010, the University of Idaho has occupied retail space in downtown Boise to sell UI branded apparel and merchandise. UI is requesting permission to extend that leasing arrangement as provided by the attached draft lease amendment. While UI occupation of this space has been covered by a series of short-term leases in the past, prior Board of Regents' policy did not require Regents' approval for each renewal so long as no single term exceeded five years, or the rent did not exceed the approval threshold established by the then current Board policy. However, August 2023 Board policy changes now require Regents' approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. The terms of this lease have remained essentially unchanged (except for market lease rate escalations in downtown Boise) since 2010 and this lease is simply for another three-year period.

IMPACT

Initial monthly base rent for the renewal term is $3104/mo. The Vandal Store is operated as a university auxiliary service and business revenues and costs are received and paid in accordance with those policies.

ATTACHMENTS

Attachment 1 – Draft Lease Amendment

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2(a) – Institutional Approval Authorization Limits requires Board approval for all transactions for institutional leases of real property (as lessee or lessor) if lease amount is over $2M, or the term of the lease exceeds 5 years.

The policy was updated in August 2023 to additionally include the following language that pertains to this three-year lease renewal extension for retail space for UI's Vandal Store in Boise, "If the lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required." The lease term commences February 1, 2025, and is scheduled to terminate on January 31, 2028.

The lease terms and details are in substantial conformance with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to amend the current lease with Eastman Building LLC in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease amendment and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SIXTH AMENDMENT TO LEASE
EXTENSION OF LEASE TERM

THIS SIXTH AMENDMENT TO LEASE (this "Sixth Amendment") is made and entered into as of _____ by and between Eastman Building, LLC, an Idaho limited liability company (hereinafter "Landlord"), whose business address is P.O. Box 4067, Boise, Idaho 83711, and The Board of Regents of the University of Idaho (hereinafter "Tenant"), whose business address is University of Idaho, c/o Vice President Finance and Administration, P.O. Box 443168, Moscow, Idaho 83844-3166. Landlord and Tenant are sometimes referred to in this Sixth Amendment as the "Party" or "Parties" as the case may be.

WITNESSETH

WHEREAS, Eastman Building, LLC, as successor in interest to Eastman Investors, L.P., as the Landlord, and Tenant, entered into that certain written Lease Agreement, dated June 3, 2010, as subsequently modified by the First Amendment to Lease, dated November 17, 2014, the Second Amendment to Lease, dated March 1, 2018, the Third Amendment to Lease, dated March 27, 2020, the Fourth Amendment to Lease, dated February 28, 2021, and the Fifth Amendment to Lease, dated October 15, 2021 (collectively the "Lease"), whereby Landlord leases to Tenant and Tenant leases from Landlord the premises therein described consisting of approximately 1,693 square feet of rentable space in the Eastman Garage Shops (the "Facility") located at 821 West Idaho Street, Boise, Idaho in which the University of Idaho Vandal retail store has been and are now being conducted (the "Premises"). Reference is hereby made to said Lease for full particulars and all other proper and necessary purposes; and

WHEREAS, Tenant's Lease Term is scheduled to expire on January 1, 2025 with no options to renew. Tenant now desires to extend the Lease Term for an additional three (3) year period with no options to renew and Landlord is agreeable to such extension pursuant to the rental rate specified herein and the other terms and conditions hereinafter set forth.

NOW, THEREFORE, FOR AND IN CONSIDERATION of the mutual covenants and promises hereinafter set forth, and for other good and valuable considerations, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto agree to amend and extend the Lease as follows:

1. THE LEASE TERM is hereby extended for an additional three (3) year period from its presently scheduled expiration date of January 31, 2025 to a new expiration date of January 31, 2028. The period of time from February 1, 2025 through January 31, 2028 is hereby defined as the "Renewal Term".

2. THE BASE RENT for the Renewal Term is hereby established as follows:

Effective	Monthly	Annually	Per Sq. Ft.*
2/1/25 – 1/31/26	$3,104	$37,248	$22.00
2/1/26 – 1/31/27	$3,197	$38,364	$22.66
2/1/27 – 1/31/28	$3,293	$39,516	$23.34

*Monthly rents are rounded to the nearest whole dollar.

Said Base Rent shall be paid monthly, in advance, in accordance with the terms of the Lease and shall be in addition to Tenant's obligation to pay its share of common area expenses, taxes and Facility insurance charges, and other charges, fees and expenses as specified in the Lease.

3. Landlord and Tenant hereby acknowledge and agree that Tenant has been and is now operating in the Premises since approximately July 1, 2010, with the express understanding that Tenant accepts the Premises in its "AS IS" condition and neither Tenant nor Landlord has any obligation to remodel or otherwise perform any improvement work in and to the Premises as a condition for this Sixth Amendment to become effective.

4. Tenant hereby confirms its willingness and intention to comply with Landlord's reasonable Rules and Regulations regarding day-to-day operations of the Facility such as use of common areas, trash storage and disposal, signage, etc.

5. In the event it is necessary for any Party to this Sixth Amendment to institute suit to enforce the terms hereof, the prevailing Party shall be entitled to an award for reasonable attorney's fees and costs of suit as set forth in the Lease.

6. This Sixth Amendment shall be binding upon and inure to the benefit of the Parties hereto, their heirs, executors, administrators, successors in interest, and assigns.

7. Brokers. Landlord and Tenant hereby warrant to each other that they have had no dealings with any real estate broker or agent in connection with the negotiation of this Sixth Amendment other than Select Commercial Property Services, LLC ("Landlord's Agent"), whose commission shall be paid by Landlord pursuant to a separate written agreement with Landlord's Agent, and that they know of no other real estate broker or agent who is entitled to a commission in connection with this Sixth Amendment or the Lease. ms of this Article 7 shall survive the expiration or earlier termination of the Lease Term.

8. Authority. The persons executing this Sixth Amendment on behalf of Landlord and Tenant each represents and warrants that all necessary actions have been duly taken to permit such person to execute this Sixth Amendment and that each undersigned person has been duly authorized and instructed to execute this Sixth Amendment.

9. Tenant's Representations and Warranties. Tenant hereby represents, warrants and agrees that: (1) there exists no breach, default or event of default by Landlord under the Lease, or any event or condition which, with notice or passage of time or both, would constitute a breach, default or event of default by Landlord under the Lease; (2) the Lease continues to be a legal, valid and binding agreement and obligation of Tenant; and (3) Tenant has no current offset or defense to Tenant's performance or obligations under the Lease.

10. Entire Agreement. This Sixth Amendment represents the entire understanding between the Parties regarding the subject matter hereof and supersedes all other negotiations, agreements, representations and covenants, oral or written between Landlord and Tenant with respect thereto.

11. Conflicting Terms. Except as specifically provided herein, all other terms and conditions of the Lease will continue in full force and effect except for any initial free rent, tenant improvements or other concessions. To the extent that the terms of the Lease conflict with the terms hereof, this Sixth Amendment shall control.

12. Counterparts, Electronic Signatures. This Sixth Amendment may be executed in one or more counterparts, each of which shall be deemed an original and all of which, together, shall constitute one and the same instrument. Electronic copies of signatures to this Sixth Amendment shall count the same as originals.

IN WITNESS WHEREOF, the undersigned have executed this Sixth Amendment on the day and year first above written.

LANDLORD: Eastman Building, LLC an Idaho limited liability company	TENANT: The Board of Regents of the University of Idaho
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

UNIVERSITY OF IDAHO

SUBJECT

Renewal of existing farm lease for UI College of Agricultural and Life Science's Aberdeen Research and Extension Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2008, the University of Idaho's Aberdeen Research and Extension Center has leased a 5.2-acre field from an adjoining property owner. The property has been continuously used for field research at very low cost to the College of Agricultural and Life Sciences. UI is requesting permission to extend that leasing arrangement as provided by the attached draft lease. While UI use of this small field has been covered by a series of short-term leases, prior Board of Regents' policy did not require Regents' approval for each renewal so long as no single term exceeded five years, or the rent did not exceed the approval threshold established by the then current Board policy. However, August 2023 Board policy changes now require Regents' approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. The terms of this lease have remained essentially unchanged since 2008 but are modified in the draft renewal to at least partially address the change in Board policy by extending the next term over five years but with an early termination provision. This will reduce the frequency of future resubmissions for this low-cost arrangement.

IMPACT

The College will cover the annual rent of $910.

ATTACHMENTS

Attachment 1 – Draft Lease Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2(a) – Institutional Approval Authorization Limits requires Board approval for all transactions for institutional leases of real property (as lessee or lessor) if lease amount is over $2M, or the term of the lease exceeds 5 years.

The policy was updated in August 2023 to additionally include the following language that pertains to this farm lease renewal for UI College of Agricultural and Life Science's Aberdeen Research and Extension Center, "If the lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required."

The lease term commences January 1, 2025, and is scheduled to terminate on December 31, 2031.

The lease terms and details are in substantial conformance with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter into a lease with Austin Poulson in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SITE LEASE

THIS SITE LEASE is entered into between AUSTIN POULSON, whose address is 2831 W 1500 S, Aberdeen ID 83210 ("Landlord") and the BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and body politic and corporate organized and existing pursuant to the constitution and laws of the State of Idaho ("Tenant"). This agreement is hereinafter referred to as the "Site Lease".

RECITALS

A. Landlord is the owner of certain real property graphically shown and attached hereto as Exhibit A ("Premises") and desires to lease such property to the Tenant for the purpose of land management including but not limited to raising crops and conducting other activities related to Tenant's operation of the Aberdeen Research & Extension Center; and

B. Tenant owns property adjacent to Premises and manages said adjacent property as the University of Idaho Aberdeen Research & Extension Center; and for purposes of convenient management of Tenant's operations Tenant desires to lease said Premises from Landlord; and

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. **Recitals**: The parties acknowledge the foregoing Recitals are true and are incorporated into this Site Lease as if set forth in full.

2. **Premises**: Landlord hereby leases to Tenant, subject to the conditions expressed herein, certain real property located in Bingham County, Idaho, as shown in Exhibit A. As used herein the term "Premises" refers solely to the real property, excluding any buildings, personal property or other improvements to be constructed thereon from time to time during the term of this Site Lease.

3. **Term:** The Term of this Site Lease shall be a period commencing on January 1, 2025 and expiring December 31, 2031, unless earlier terminated pursuant to paragraph 9 hereof.

4. **Rent**: The Premises are leased to the Tenant for $910 per year for the term of this Site Lease. Rent shall be paid to Landlord at the address given for Landlord herein on or before January 31 for each year of the term.

5. **Development**: Tenant shall not be permitted to construct any permanent improvements on Premises without the written consent of Landlord.

6. **Reversion of Buildings and Improvements:** Upon termination of this lease all buildings, improvements, and other appurtenances (if any) to the Premises shall be deemed to be part of the Premises and shall revert to the Landlord and shall become the sole and absolute property of the Landlord upon termination. Tenant shall be entitled to no compensation for any

value attributed to the buildings or improvements reverting to the Landlord under the terms of this Site Lease. Tenant may remove Tenant's personal property from the Premises prior to termination and reversion.

7. **Permanent Easements**: At the Tenant's request or as may be reasonably required, the Landlord shall grant to public entities, public service corporations, or to the Tenant such rights-of-way, utility, or other permanent easements on, over or through the Premises and adjacent property owned by Landlord for telephone, electricity, water, sanitary or storm sewers or both, site drainage and for other utilities and municipal or special district services necessary or appropriate to serve improvements constructed thereon by Tenant.

8. **Right to Assign**: Tenant shall not assign this Site Lease or sublet the Premises, or any part or portion thereof, without the prior written consent of the Landlord. Conveyance of Landlord's ownership interest in Premises to any third party shall require the consent of the Tenant. In the event of such consent and conveyance of the property on which the Premises are located, Landlord shall be released from any and all obligations or duties arising under this Site Lease and Landlord's rights and obligations hereunder shall be assigned to the third party causing such successor in interest to expressly assume in writing all of Landlord's duties and obligations pursuant to this Lease. In the event Tenant fails to consent to the conveyance of Landlord's interest to a third party, Landlord shall have the unilateral right to terminate Lease on December 31, of the calendar year for which the consent was denied by Tenant.

9. **Optional Termination**: Prior to December 31, 2031, Tenant shall have the right, in its unilateral discretion, to terminate this Lease upon ninety (90) days written notice to Landlord. Reversion of buildings and improvements (if any) in the event of optional termination shall be in accordance with Section 6 of this Site Lease and reversion shall occur on the date noticed for optional termination. No reimbursement of that year's Rent to Tenant shall be due when early termination is executed as provided by this section.

10. **Utilities and Taxes**: Landlord agrees to pay all real estate taxes and assessments (should property be subject to any such taxes and assessments). Utilities (if any) shall be arranged for a paid by the Tenant.

11. **Insurance and Indemnification**: Each party shall be responsible only for the acts, omissions or negligence of such party and such party's own employees and agents. Nothing in this Agreement shall extend the tort responsibility or liability of the University of Idaho or the State of Idaho beyond that required by law, including the Idaho Tort Claims Act, Idaho Code section 6-901, *et seq.*

Each party shall be responsible for damage to property of the other party caused by such party and such party's employees and agents in the performance of the Agreement. If The University's liability for a property claim or damage is not covered by the University's self-insurance or other property coverage, the University shall pay the costs arising from such claim or damage to the extent funds are legally available therefor. If a claim or damage arises from more than one party's performance of the Agreement or is not allocable to any party, each party shall pay the costs to such party arising from the claim or damage.

12. **Hazardous/Materials**: In the event any hazardous materials are found to exist on the Premises prior to the date of this Site Lease in violation of any environmental laws or if any appropriate government agency or authority requires testing to determine whether any hazardous materials are in violation of any environmental laws, Landlord, at Landlord's cost and expense, shall cause such testing to be performed and shall cause any such hazardous materials to be removed, remediated or abated in compliance with all environmental laws. Landlord hereby agrees to indemnify, defend, and hold Tenant harmless from and against any and all claims, damages, liabilities, costs, expenses (including reasonable attorneys' fees), causes of action and judgments arising out of or related to hazardous materials existing in, or under the premises prior to the date of this Site Lease. As used herein, the term "environmental laws" shall mean the Comprehensive Environmental Response Compensation and Liability Act of 1980, as amended (CERCLA) the Resource Conservation Recovery Act, as amended (RCRA), the Federal Water Pollution Control Act, the Clean Air Act and any similar local, state or federal law, rule, ordinance or regulation. As used herein, the term "hazardous materials" shall mean any hazardous substance, pollutants, contaminants, or other hazardous waste or toxic substances defined in any environmental laws including, without limitation, petroleum and petroleum products, asbestos and asbestos containing materials, PCBs and urea-formaldehyde.

Tenant shall not, nor shall it allow others to, accumulate, use, or store on the Premises materials classified as hazardous, biomedical or toxic waste except in compliance with all state, federal, or local laws, rules or regulations. Tenant shall comply with any lawful order by an entity reposed with authority to regulate the use, accumulation, storage or disposal of hazardous waste. Tenant shall not be responsible for any of such materials placed on the Premises by or through the Landlord prior to or during this Site Lease.

13. **Zoning/Building Restrictions**: This Site Lease is subject to all applicable zoning ordinances and restrictions and all limitations of record and is subject to any and all easements for public utilities of record. Landlord warrants that such ordinances, restrictions, limitations and easements do not prevent the use of the Premises as provided for in this Site Lease.

14. **Waste and Nuisance Prohibited**: Tenant shall comply, during the term of this Site Lease, with all applicable laws affecting the Premises. Tenant shall not commit, or suffer to be committed, any waste on the Premises or improvements, or any nuisance.

15. **Remedies and Forbearance/Waivers**: No delay or omission on the part of the Landlord or Tenant to exercise any right or power granted herein shall impair any such right or power nor shall be construed as a waiver thereof, and every such right or power may nevertheless be exercised.

16. **Officials, Agents, and Employees Not Personally Liable**: It is agreed that in no event shall any official, officer, employee or agent of the Tenant be in any way personally liable or responsible for any covenant or agreement herein contained, whether expressed or implied, nor for any statement, representation or warranty made herein or in any way connected with this Site Lease.

17. **Quiet Enjoyment**: Landlord covenants that the Tenant shall have the peaceful and quiet enjoyment of the Premises for the term of the Site Lease.

18. **Right of Entry**: Tenant shall permit the Landlord and the agents and employees of the Landlord to enter into and upon the Premises at all reasonable times for the purpose of inspecting the same for compliance with the terms of this Site Lease; provided, however, that Landlord shall first give twenty four (24) hours written notice of its desire to inspect the Premises and such inspection shall be accompanied by a designated representative of the Tenant. Such notice for right of entry and inspection procedures shall not apply during an emergency in which such notice is impractical and Landlord's access to the Premises is necessary for preservation of life and/or property.

19. **Default**: In the event Landlord shall at any time deem Tenant to be in breach of this Site Lease, Landlord shall promptly notify Tenant, in writing, stating specifically the nature of any such alleged breach. Tenant shall not be deemed to be in default hereunder unless Tenant fails to commence to cure any such default within ninety (90) calendar days after its receipt of such written notice and to diligently proceed to cure such default within a reasonable time. In the event of default Landlord shall have all rights and remedies provided by law.

20. Section Intentionally left blank.

21. **Integration**: This Site Lease embodies the entire agreement regarding the disposition of the rights associated with the Premises and represents the understanding of the parties relating to the subject matter herein and supersedes all prior understandings relating thereto. This Site Lease shall not be modified except in writing signed by all parties to be bound.

22. **Execution of Documents**: The parties agree that they shall sign or cause to be signed all documents necessary to the effectuation of this Site Lease or any of the provisions herein.

23. **Warranty of Title**: Landlord warrants to Tenant that it has the power and authority to enter into this Site Lease and that the execution, delivery of this Site Lease and the performance of the contractual obligations set forth herein are not in violation of any federal, state, or local statute, ordinance, rule or regulation and that no consents not already obtained are required. Landlord further warrants that Landlord has good and marketable title to Premises, free and clear of all claims, liens and encumbrances.

24. **Notices**: All notices under this Site Lease shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the date of mailing if mailed to the party to whom notice is to be given by registered or certified United States mail, postage prepaid, and properly addressed as follows:

If to the Tenant: Regents of the University of Idaho
Attn: Vice President for Finance and Administration
875 Perimeter Dr MS 3168
Moscow ID 83844-3168

If to the Landlord: Austin Poulson
2831 W 1500 S
Aberdeen ID 83210

The addresses provided above may be changed and additional addresses or notices may be specified from time to time by notice given in writing in accordance with this Section.

25. **Binding Effect**: This Site Lease shall be binding upon and shall inure to the benefit of the heirs, personal representatives, successors and assigns of the parties.

26. **Severability**: If any term or provision of this Site Lease or the application of it to any person or entity or circumstances shall to any extent be invalid or unenforceable, the remainder of this Site Lease or the application of such term or provision to persons, entities or circumstances, other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Site Lease shall be valid and shall be enforced to the extent permitted by law.

27. **Headings**: Section headings contained herein are for convenience and reference and are not intended to define or limit the scope of any provisions of this Site Lease.

28. **Counterparts**: This Site Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

29. **Time of the Essence**: Time is of the essence of this Site Lease, and of each and every covenant, term, condition, and provisions thereof.

30. **Nondiscrimination and Affirmative Action:** Landlord and Tenant shall not discriminate against any employee or applicant for employment in the performance of this Site Lease, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Site Lease. Landlord and Tenant certify that they do 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 Landlord and Tenant agree to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

A) For nondiscrimination based on race, color, religion, sex or national origin, this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Grantee disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

B) 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).

C) For nondiscrimination based on the Handicapped 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).

D) For nondiscrimination based on Age this includes, but is not limited to, executive Order 11141, February 12, 1964 (29 CFR 2477).

Landlord and Tenant shall include the terms of this clause in every subcontract or purchase order exceeding $50,000 and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

30. **Venue, Governing Law:** Any legal proceeding instituted between the parties shall be in the courts of the County of Bingham, State of Idaho, and each of the parties agrees to submit to the jurisdiction of such courts. It is further agreed that this Agreement shall be governed by the laws of the State of Idaho.

IN WITNESS WHEREOF, the parties have caused this Site Lease to be executed effective as of the day and year first above written.

TENANT:

REGENTS OF THE
UNIVERSITY OF IDAHO

By_____
Kim Salisbury,
AVP Budget & Planning

Date:_____

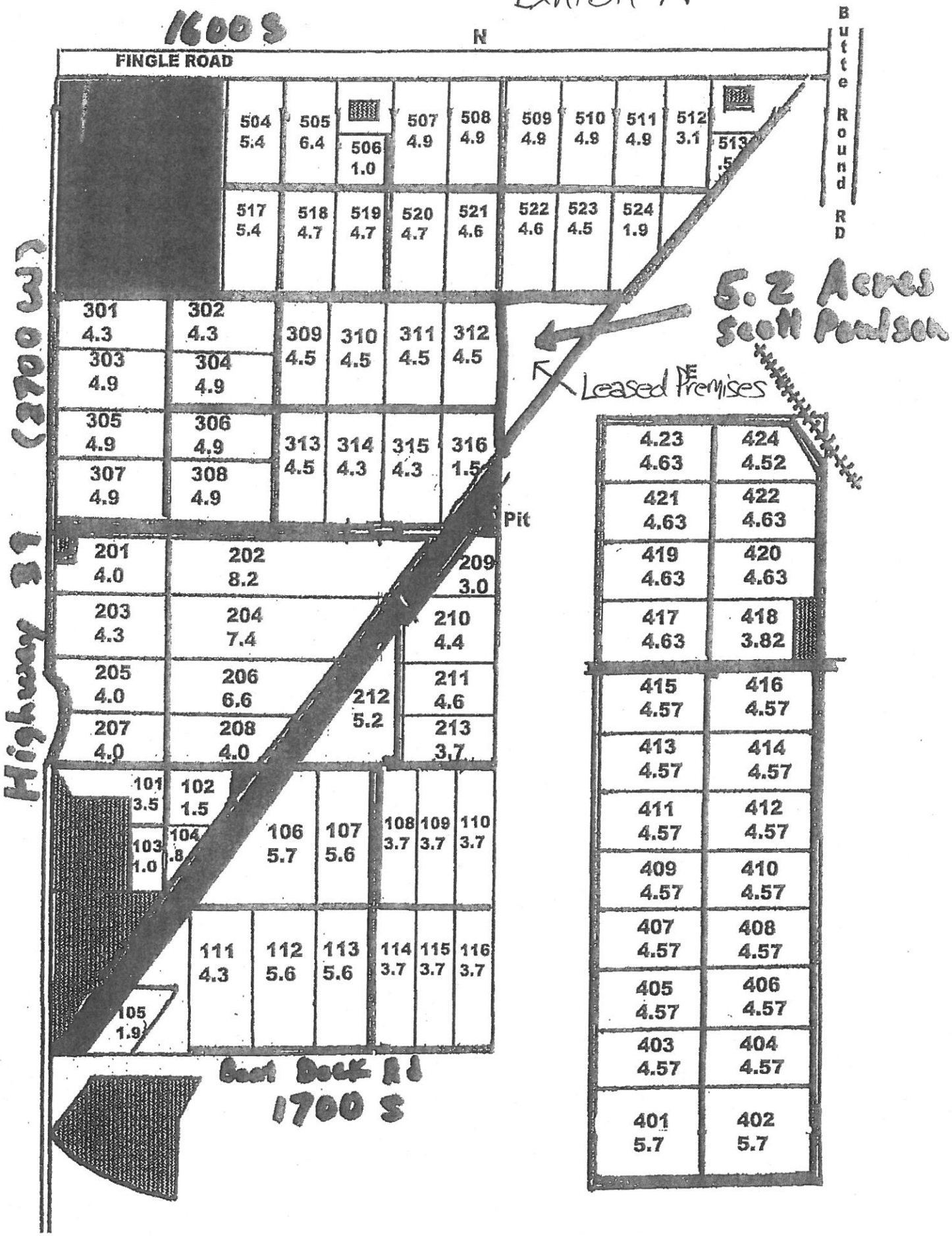
LANDLORD:

AUSTIN POULSON

By_____
Austin Poulson

Date:_____

Exhibit A


1600 S
N
FINGLE ROAD
Butte Round RD
504 5.4
505 6.4
506 1.0
507 4.9
508 4.9
509 4.9
510 4.9
511 4.9
512 3.1
513 .5
517 5.4
518 4.7
519 4.7
520 4.7
521 4.6
522 4.6
523 4.5
524 1.9
5.2 Acres
Scott Pearson
Leased Premises
301 4.3
302 4.3
303 4.9
304 4.9
305 4.9
306 4.9
307 4.9
308 4.9
309 4.5
310 4.5
311 4.5
312 4.5
313 4.5
314 4.3
315 4.3
316 1.5
Pit
201 4.0
202 8.2
203 4.3
204 7.4
205 4.0
206 6.6
207 4.0
208 4.0
209 3.0
210 4.4
211 4.6
212 5.2
213 3.7
101 3.5
102 1.5
103 1.0
104 .8
106 5.7
107 5.6
108 3.7
109 3.7
110 3.7
111 4.3
112 5.6
113 5.6
114 3.7
115 3.7
116 3.7
105 1.9
Highway 97 (2700 W)
East Dock Rd
1700 S
4.23 4.63
424 4.52
421 4.63
422 4.63
419 4.63
420 4.63
417 4.63
418 3.82
415 4.57
416 4.57
413 4.57
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404 4.57
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402 5.7

UNIVERSITY OF IDAHO

SUBJECT

Renewal of existing lease at UI Research Park in Post Falls for American Wagyu Association.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2011 the UI Research Park in Post Falls has leased commercial space to American Wagyu Association, a Texas corporation registered to conduct business in Idaho. UI developed the facilities in Post Falls to promote local economic development by providing suitable commercial space to serve business needs and for companies to receive support and collaborate with on-site UI expertise. This is one of several private entity tenants in this facility that operates at this site with recurring, shorter term lease renewals or amendments.

The attached draft lease revises prior terms of an existing lease arrangement. In the past such periodic short-term renewals or amendments for low value leases did not require Board approval when the new term is for a period of less than five years. However, August 2023 Board policy changes appear to require Board approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. For this one-year renewal, UI is proposing to adjust rent based on actual operating costs rather than setting a fixed rental cost to cover those anticipated expenses.

IMPACT

UI collects lease revenue from its operation of the Research Park to cover expenses of occupancy and management of the facility.

ATTACHMENTS

Attachment 1 – Draft Lease Amendment

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2(a) – Institutional Approval Authorization Limits requires Board approval for all transactions for institutional leases of real property (as lessee or lessor) if lease amount is over $2M, or the term of the lease exceeds 5 years.

The policy was updated in August 2023 to additionally include the following language that pertains to this lease renewal for commercial space at UI Research Park in Post Falls for American Wagyu Association, “If the lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required.”

TENANT LEASE

THIS TENANT LEASE ("**Lease**") is made by and between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**Landlord**") and American Wagyu Association, a Texas corporation authorized to do business in the State of Idaho ("**Tenant**"). Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the Premises (hereinafter defined) upon all terms and conditions provided herein.

ARTICLE 1
PREMISES/ FACILITY/PARKING

1.1 Premises

The premises comprise the area shown as Suite #120 and Room #316 (1883 sf) on the floor plan attached hereto as Exhibit A ("**Premises**"). Premises is located at 958 S Lochsa St, Post Falls ID 83854 and located in a building, together with related driveways, parking areas, fixtures and improvements ("**Facility**").

1.2 Common Areas

Subject to the terms of this Lease, Tenant shall have the non-exclusive right in common with other occupants of the Facility, to use certain access roads, parking areas, sidewalks, entrances, corridors, grounds, lobby areas, meeting rooms, common restrooms, and other building amenities within the Facility provided and designated from time to time by Landlord for the general use and convenience of the occupants of the Facility (collectively, "**Common Areas**").

1.3 Parking

Tenant's use of the Common Areas shall include use, on an unassigned basis, of those portions of the Common Areas designated by Landlord from time to time for Tenant parking and access to such parking. Parking spaces available to Tenant shall be used for parking only by vehicles no larger than full-sized passenger automobiles. No overnight parking for Tenant vehicles is permitted without the written consent of Landlord. Tenant shall not permit or allow any vehicles that belong to or are controlled by Tenant or Tenant's employees, suppliers, shippers, customers or invitees to be loaded or parked in areas other than those designated by Landlord for such activities. If Tenant permits or allows any of the prohibited activities described in this Section, Landlord shall have the right, in addition to all other rights and remedies that it may have under this Lease, to remove or tow away the vehicle involved without prior notice to Tenant and the cost thereof shall be paid to Landlord within ten (10) days after notice from Landlord to Tenant.

ARTICLE 2
LEASE TERM/CONDITION OF PREMISES

2.1 Lease Term

Lease term shall commence on November 1, 2024, and shall terminate on October 31, 2025. Landlord may terminate Lease prior to October 31, 2025. Tenant may also terminate Lease prior

to October 31, 2025, but Tenant may only for an early termination date to occur after April 30, 2025. Either party choosing to terminate early shall provide no less than sixty days' written notice to the other party.

2.2 Improvement to Premises and Acceptance of Condition of Premises

If improvements to the Premises and/or Facility are deemed necessary by the parties, Landlord shall arrange and perform that work and make the installations in the Premises and/or Facility substantially as listed in Exhibit B (the "**Improvements to Premises**"). If no work is deemed necessary by Landlord and Tenant, Exhibit B shall simply state "No improvements to Premises or Facility necessary", and such statement shall be deemed as Tenant's acknowledgement and acceptance of Premises and Facility "AS IS". Other than as listed in Exhibit B, Landlord has no obligation to improve, alter or remodel the Premises or Facility beyond repair and maintenance of the existing facility infrastructure as provided herein and Tenant hereby acknowledges that no improvements beyond those specified in Exhibit B shall be provided by Landlord. All such installations provided herein shall immediately become and remain the property of Landlord.

ARTICLE 3
PAYMENT OF RENT/ADDITIONAL RENT

3.1 Amount and Payment of Monthly Rent and Additional Rent

Tenant agrees to pay monthly rent of $3248.87 for each month of the Lease term to Landlord on or before the first day of that month for which rent is due, e.g. payment for January shall be due on January 1. If the first day of the month falls on a weekend or holiday payment shall be due the first University business day thereafter. Payment must be RECEIVED by the close of business on the due date to be considered timely. Without separate invoice from Landlord, Tenant shall make its monthly rent check payable to "Bursar, University of Idaho" and forward payment to "UI Student Accounts/Accounts Receivable, 875 Perimeter MS 4250, Moscow ID 83844-4250", or to such other address as Landlord may designate in writing. Such payment shall include Tenant's specific account code provided by Lessor. All other monies besides monthly rent payable by Tenant to Landlord under this Lease shall be deemed to be additional rent and shall be separately invoiced by Landlord and payable and recoverable as rent in the manner herein provided and Landlord shall have all rights against Tenant for default in any such payment. Rent shall be paid to Landlord during the entire term of this Lease, without abatement, deduction or set-off of any kind. Tenant's obligation to pay all rent due under this Lease shall survive the expiration or earlier termination of this Lease. Should this Lease commence on a day other than the first day of the month or terminate on a day other than the last day of the month, the rent for such partial month shall be prorated.

3.2 Late Payment Charge

If Tenant fails to pay any rent within fifteen (15) days of when due (as provided in Section 3.1 above), Tenant shall pay to Landlord a late payment charge for each occurrence of $20 to help defray the additional cost to Landlord for processing such late payments. If Tenant fails to pay any rent when due for any period exceeding thirty days, such unpaid amounts shall, in addition to late payment of $20 also pay an additional delinquency fee that shall bear interest from the date due until paid at the rate of eighteen percent (18%) per annum. These provisions for late charges

shall be in addition to Landlord's other rights and remedies hereunder or at law or in equity and shall not be construed as liquidated damages or as limiting Landlord's remedies in any manner.

3.3 Personal Property Taxes

Tenant shall pay prior to delinquency all personal property taxes and business taxes with respect to all property and business activities of Tenant on Premises and shall provide promptly upon request of Landlord written proof of such payments.

ARTICLE 4

Article 4 intentionally deleted for the purposes of this Lease.

ARTICLE 5
SECURITY DEPOSIT

5.1 Security Deposit

Landlord has previously collected a security deposit in the amount of $454 as security for the faithful performance and observance by Tenant of all the terms, covenants, conditions, provisions and agreements of this Lease ("**Security Deposit**"). This amount is separate from and in addition to the amount due as "monthly rent" as provided by Section 3.1 of this Lease. If Tenant shall default with respect to any covenant or condition of this Lease including, but not limited to the payment of rent, Landlord may, but shall not be obligated to, apply all or any part of such deposit to the payment of any sum in default or any other sum which Landlord may be required to spend or incur by reason of Tenant's default, and, in such event, Tenant shall, upon demand, deposit with Landlord the amount so applied so that Landlord shall have the full deposit on hand at all times during the term of this Lease. If Tenant shall have fully complied with all the covenants and conditions of this Lease, the Security Deposit or any balance thereof shall be refunded to Tenant upon Landlord's final inspection of the Premises and within thirty (30) days after Tenant has vacated the same and after any accrued charges for which Tenant is responsible (such as but not limited to repair of damages to the Premises attributable to Tenant) and have been determined and paid in full. Tenant agrees that if this Security Deposit is insufficient to compensate Landlord for any damages, costs, and expenses not covered thereby, including loss of rental income during any period reasonably required to repair physical damages to Premises or to clean Premises, Tenant shall pay the balance thereof, immediately upon demand.

ARTICLE 6
USE AND OCCUPANCY

6.1 Permitted Use, Signage and Preservation of Business Incubator Setting

Premises shall be occupied and used only for the specific purpose of office space for breed registry administration and support and for no other business or purpose without the prior written consent of Landlord. Tenant shall not display any sign or advertisement on the exterior of Premises or Facility without the written consent of Landlord and such consent may be withheld at the sole discretion of Landlord. Landlord shall place upon a common sign structure in the

Facility's courtyard a business identification panel with Tenant's business name. Such panel shall be designed and placed by Landlord at no additional cost to Tenant beyond monthly rent.

No act shall be done in or about the Premises or Common Areas that is unlawful or that will increase the existing rate of insurance on the Building. Tenant shall not commit or allow to be committed any waste upon the Premises or Facility, or any public or private nuisance or other act or thing which disturbs the quiet enjoyment of any other tenant or occupant in the Facility. Tenant shall not, without the written consent of Landlord, use any apparatus, machinery, or device in the Premises, which will cause any substantial noise or vibration about the Premises. If any of Tenant's office machines and equipment should disturb the quiet enjoyment of any other tenants in the Facility, then Tenant shall take such action as may be necessary to eliminate the disturbance (subject to any Premises or Facility alteration approvals from Landlord). Tenant shall comply with all state, federal, and local laws, ordinances, and regulations relating to its use of the Premises and shall observe such reasonable rules and regulations as may be adopted and distributed to Tenant in writing by Landlord for the safety, care and cleanliness of the Premises or the Facility, and for preservation of a professional business incubator setting at the Facility.

6.2 Compliance with Environmental Laws

Tenant represents, warrants, and covenants to Landlord that:

(a) Tenant and Premises will remain in compliance with all applicable laws, ordinances, and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment, including those statutes, laws, regulations, and ordinances identified in subparagraph (h), all as amended and modified from time to time (collectively, "**Environmental Laws**"). All governmental permits relating to the use or operation of the Premises required by applicable Environmental Laws are and will remain in effect, and Tenant will comply with them.

(b) Tenant will not permit any release, generation, manufacture, storage, treatment, transportation, or disposal of hazardous material, as that term is defined in subparagraph (h), on, in, under, or from Premises in violation of any Environmental Laws. Tenant will promptly notify Landlord, in writing, if Tenant has or acquires notice or knowledge that any hazardous material has been or is threatened to be released, generated, manufactured, stored, treated, transported, or disposed of, on, in, under, or from Premises in violation of any Environmental Laws; and if any hazardous material is found on Premises in violation of any Environmental Laws, Tenant, at its own cost and expense, will immediately take such action as is necessary to detain the spread of and remove the hazardous material to the complete satisfaction of Landlord and the appropriate governmental authorities.

(c) Tenant will immediately notify Landlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to the condition of Premises or compliance with Environmental Laws. Tenant will promptly cure and have dismissed with prejudice any of those actions and proceedings to the satisfaction of Landlord. Tenant will keep Premises free of any lien imposed pursuant to Environmental Laws.

(d) Landlord will have the right at all reasonable times and from time to time to conduct environmental audits of Premises, and Tenant will cooperate in the conduct of those audits. The audits will be conducted by a person(s) of Landlord's choosing, and if any hazardous material is detected or if a violation of any of the warranties, representations, or covenants contained in this paragraph is discovered, the fees and expenses of such person(s) will be borne by Tenant and will be paid as additional rent under this Lease on demand by Landlord.

(e) If Tenant fails to comply with any of the foregoing warranties, representations, and covenants, Landlord may cause the removal (or other cleanup acceptable to Landlord) of any hazardous material from Premises and/or Facility. The costs of hazardous material removal and any other cleanup (including transportation and storage costs) will be additional rent under this Lease, whether or not a court has ordered the cleanup, and those costs will become due and payable on demand by Landlord. Tenant will give Landlord, its agents, and employees, access to Premises to remove or otherwise clean up any hazardous material. Landlord, however, has no affirmative obligation to remove or otherwise clean up any hazardous material, and this Lease will not be construed as creating any such obligation.

(f) Tenant will indemnify and hold harmless Landlord and its employees, agents, officers, and directors from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs, or expenses of any kind or nature, known or unknown, contingent or otherwise, arising out of or in any way related to the acts and omissions of Tenant, Tenant's officers, directors, employees, agents, contractors, subcontractors, subtenants, and invitees with respect to (1) the generation, manufacture, operations involving, transport, treatment, storage, handling, production, processing, disposal, release, or threatened release of any hazardous materials which are on, from, or affecting the Premises, including, without limitation, the soil, water, vegetation, buildings, and improvements on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such hazardous materials; (3) any lawsuit brought or threatened, settlement reached, or governmental order relating to such hazardous materials; and (4) any violations of laws, orders, regulations, requirements, or demands of governmental authorities, or any reasonable policies or requirements of Landlord, which are based upon or in any way related to such hazardous material including, without limitation, attorney and consultant fees, investigation and laboratory fees, court costs, and litigation expenses. This indemnification will survive this Lease.

(g) At the end of this Lease, Tenant will surrender Premises to Landlord free of any and all hazardous materials and in compliance with Environmental Laws affecting Premises.

(h) For the purpose of this Section, the term "**hazardous materials**" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances, or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. § 9601 et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. § 1801 et seq.), the Resource Conservation and Recovery Act of 1976, as amended (42 U.S.C. § 6901 et seq.); and in the regulations adopted and publications promulgated pursuant to them, or any other federal, state, or local environmental laws, ordinances, rules, or regulations now enacted or enacted after this date.

(i) The provisions of this Section shall be in addition to any and all obligations and liabilities Tenant may have to Landlord and common law, will survive this Lease.

6.3 Relocation

Landlord shall have the right, at its option and upon at least thirty (30) days' written notice to Tenant, to relocate Tenant and to substitute for the Premises described above other spaces in the Facility containing at least as much useable area as the original Premises. Such substituted Premises shall be improved by Landlord at its expense, with improvements at least equal in quantity and quality to those in the original Premises. Landlord shall pay the expenses reasonably incurred by Tenant in connection with such substitution of Premises, including, but not limited to costs of moving, telecommunication infrastructure relocation, etc., up to an amount that shall not exceed $4.00 per useable square foot of the new Premises.

ARTICLE 7
UTILITIES AND SERVICES

7.1 Utilities and Telecommunications

Subject to operating cost adjustments as provided in Section 7.4 below, utility services available to Facility and/or Premises (municipal water, sewer, garbage collection, electric, heat, cooling) shall be provided at no additional cost to Tenant beyond Tenant's monthly rent payment. In the event such services used by Tenant exceed the amounts or types typical for office space use, Landlord may, upon notice and explanation to Tenant, invoice for such excessive or unusual uses separately as additional rent.

Landlord shall provide for Tenant's routine use of facility telecommunications infrastructure from the interior wall plate to the telecommunications room to the extent deemed necessary by Landlord to provide Tenant access to voice and Internet service. Landlord shall be solely responsible for maintaining and altering all telecommunications infrastructure within the facility and this Lease does not permit Tenant's installation of, or modification to such telecommunication systems. Tenant shall not be granted access to any facility telecommunications rooms. Tenant request for additions, removals or alterations of telecommunications infrastructure within the facility shall be submitted to Landlord in writing. Landlord may approve or reject such proposal at its sole discretion. Prior to commencement of Tenant's approved additions, removal, or alterations, Tenant shall be notified of any cost assigned to Tenant attributable to Tenant's request and shall be separately invoiced by Landlord and such costs shall be paid for by Tenant as additional rent.

Landlord shall provide Tenant limited bandwidth access to the Internet. Subject to Tenant's compliance with Landlord's rules and policies regarding Internet use, Landlord shall provide and maintain such basic Internet connectivity at no additional cost. Internet connectivity provided by Landlord is not guaranteed at all times, but Landlord shall make reasonable efforts to maintain connectivity for Tenant. Landlord is not responsible for any costs resulting from the loss of data or business interruptions due to temporary loss of Internet service. Tenant shall be solely responsible for securing its networked devices and protect them from attack, compromise,

misuse, etc. Tenant shall keep network-connected devices upgraded with current security patches and use firewalls, anti-virus software, etc. for device protection. If Tenant has a network-connected device that experiences a security issue, such as a computer virus; complaint; security incident; DMCA report; etc., Landlord reserves the right to immediately and completely disconnect all Tenant-related devices from the network until the issue is resolved to Landlord's satisfaction. Tenant wireless network access shall be limited to Premises. Building common areas may not have tenant wireless coverage. Tenant wireless networks shall not be open to the public. The provided network service is intended for the use of Tenant employees and is not to be used by guests, vendors, family, etc. Tenant servers providing service to the Internet must be privately hosted outside of Landlord's network. No servers will be located in Premises.

Tenant shall arrange and separately pay for its voice telecommunications services, such services are not provided by this Lease. Tenant and/or Tenant's voice telecommunication service provider shall coordinate service with Landlord prior to initiation of service. Tenant shall pay (based on a separate invoice from Landlord) any costs imposed on Landlord for Tenant's voice telecommunication service connectivity. Landlord will not be responsible for E911 services for Tenant location. Tenant will be responsible for communicating E911 information to its telecommunication service provider and ensuring its proper provision.

7.2 Maintenance, Janitorial, and Shared Equipment Services

Subject to operating cost adjustments as provided in Section 7.4 below, Landlord shall provide regular maintenance and janitorial services for interior and exterior of Premises and Facility, including Common Areas at no additional cost to Tenant beyond Tenant's monthly rent payment.

7.3 Landlord's Liability

Landlord shall not be liable to Tenant for any loss or damage caused by or resulting from any variation, interruption, or failure of such utilities and services due to any cause whatsoever. No temporary interruption or failure of such services incident to the making of repairs, alterations or improvements, or due to accident or strike, or conditions or events beyond Landlord's reasonable control shall be deemed an eviction of Tenant or relieve Tenant from any of Tenant's obligations hereunder.

7.4 Operating Cost Adjustment During Term

Operating costs for Premises are included in the monthly rent up to the amount of actual facility operating costs from the most recent reporting period ("**Base Year Operating Expense**"). The components and actual amounts of Base Year Operating Expenses are attached and incorporated herein as shown in **Exhibit C** as "recoverable expenses". Total facility operating costs (based on full building occupancy) shall be calculated by Landlord at the end of each year of the Term (or partial year of the Term if permitted Lease termination or cancellation occurs before the end of any year of the Term). Tenant's share of facility operating costs is 10%. If during any year of the Term the actual operating costs for that year are greater than the Base Year Operating Expense, Tenant shall pay its pro-rata share of the increase in actual operating costs of the facility for that year in which such actual operating costs exceed Base Year Operating Expense.

The increase shall be referred to as the "Adjustment Amount". The Adjustment Amount shall be considered additional rent and included as a single additional payment within thirty (30) days of billing notification by Landlord or Landlord's billing agent. In the last year of the Term, the Adjustment Amount shall be paid upon notification of billing for the Adjustment Amount which may be calculated and noticed after the Term and Lease have expired. Expense information to support the determination of any increase in actual operating costs for each year of the Term shall be provided by Landlord within a reasonable time upon request by Tenant.

ARTICLE 8
CARE OF PREMISES/END OF TERM

8.1 Landlord's Responsibility

As long as Tenant is not in default of any of the provisions of this Lease, Landlord shall maintain Premises and Building in reasonably good condition except for damage occasioned by the act or omission of Tenant, the repair of which shall be paid for by Tenant.

8.2 Tenant's Responsibility

Tenant shall take good care of the Premises. Tenant's responsibility shall extend to its visitors, contractors, guests or agents. Tenant shall, at the expiration or termination of this Lease, surrender and deliver the Premises to Landlord in as good condition as when received by Tenant from Landlord or as thereafter improved, reasonable use and wear excepted. At the expiration or termination of this Lease, Landlord shall cause all carpets in Premises to be professionally cleaned and shall thereafter submit a bill to Tenant for the reasonable costs associated with such cleaning. Such bill shall be paid by Tenant as additional rent and shall be due promptly upon receipt by Tenant. Tenant shall be responsible for the cost of replacement of carpet that is damaged as a result of dragging or pushing furniture in the Premises or Common Areas.

Tenant shall not make any alterations, additions or improvements in or to Premises, or make changes to locks on doors, or add, disturb or in any way change any plumbing or wiring without first obtaining the written consent of Landlord. Unless specifically approved by Landlord to the contrary, ALL alterations, additions, or improvements shall be completed by Landlord or Landlord's contractor and shall become the property of Landlord during the Lease term and after termination. If such approval is given, it shall assign costs for completing such work to Landlord or Tenant and shall also establish if such alterations, additions, and improvements shall be removed by Tenant at Tenant's expense at the end of term.

All damage or injury done to Premises or Common Areas by Tenant or by any persons who may be in or upon Premises and Common Areas with the consent of Tenant, including the cracking or breaking of glass of any windows and doors, shall be paid for by Tenant, and Tenant shall pay all damage to the Facility caused by Tenant's misuse of the Premises or the appurtenances thereto. If Tenant refuses or neglects to pay for repairs and/or maintain the Premises or any part thereof in a manner reasonably satisfactory to Landlord, Landlord shall have the right, upon giving Tenant five (5) days' written notice of Landlord's election to do so, to make such repairs or perform such maintenance on for the account of Tenant. In such event, such work shall be paid for by Tenant as additional rent and shall be due promptly upon receipt of a bill therefor. Anything to the contrary herein notwithstanding, in the event that an emergency condition should

exist because of the failure of Tenant to perform any of its obligations to repair or maintain Premises in accordance with this Lease, Tenant shall not be entitled to any notice and Landlord may immediately assume all or any portion of such obligations and Tenant shall be responsible for all costs of remedy. For the purposes of the preceding sentence, the phrase "**emergency condition**" shall mean any condition constituting an immediate risk of injury to person, serious damage to property or impairment of Landlord's or another tenant's or occupant's business. No exercise by Landlord of any rights herein reserved shall entitle Tenant to any damage for any injury or inconvenience occasioned thereby or to any abatement of rent. Tenant shall not put any curtains, draperies or other hangings on or beside the windows in the Premises without first obtaining Landlord's consent. All normal repairs necessary to maintain the Premises in a tenantable condition shall be done by or under the direction of Landlord and at Landlord's expense except as otherwise provided herein. Landlord shall be the sole judge as to what repairs are necessary.

Tenant shall not make any alterations, additions or improvements in or to Common Areas.

8.3 Surrender of Possession

Upon expiration of the term of this Lease, whether by lapse of time or otherwise, Tenant shall promptly and peacefully surrender Premises to Landlord.

8.4 Removal of Property

Any trade fixtures, equipment, or other personal property placed in the Premises by Tenant and not affixed to the walls, ceiling, floors, or other part thereof, shall remain the property of Tenant, and provided that Tenant is not in default of performance of this Lease, they may be removed by Tenant at any time during the term hereof.

Those trade fixtures or equipment which must necessarily be affixed to the walls, ceiling, floors, or other part of the Premises in such a manner that damage thereto will result from the installation or removal thereof, shall not be installed without the prior consent in writing and approval of the manner of installation by Landlord. If so installed, they shall remain a part of the Premises and not be removed therefrom unless Landlord shall demand their removal, in which event they shall promptly be removed by Tenant, and Tenant shall be responsible for repair of all damage to any part of the Premises occasioned by their installation or removal. If Tenant shall fail to remove any other property of any nature whatsoever from the Premises or Facility at the termination of this Lease, or when Landlord has the right of re-entry, Landlord may, at its option, remove and store said property without liability for loss thereof or damage thereto, such storage to be for the account and at the expense of Tenant. If Tenant shall not pay the cost of storing any such property after it has been stored for a period of thirty (30) days or more, Landlord may, at its option, sell, or permit to be sold, any or all of such property at public or private sale, in such manner at such times and places as Landlord, in its sole discretion, may deem proper, without notice to Tenant, and shall apply the proceeds of such sale as follows: first, to the cost and expense of such sale, including advertising costs and reasonable attorneys' fees actually incurred; second, to the payment of the costs or charges for storing any such property; third, to the payment of any other sums of money which may then be or thereafter become due Landlord from Tenant under any of the term hereof; and, fourth, the balance, if any, to Tenant.

ARTICLE 9
ACCESS

9.1 Access

Tenant will permit Landlord and its agents to enter into and upon the Premises at all reasonable times for the purpose of inspecting the same or for the purpose of cleaning, repairing, altering or improving the Premises or Building. Nothing contained in this Article 9 shall be deemed to impose any obligation upon Landlord not expressly stated elsewhere in this Lease. When reasonably necessary, Landlord may temporarily close entrances, doors, corridors, or other facilities without liability to Tenant by reason of such closure and without such action by Landlord being construed as an eviction of Tenant or relieve Tenant from the duty of observing and performing any of the provisions of this Lease. Landlord shall have the right to require Tenant to exclusively use service or delivery access routes as designated by Landlord from time to time. Landlord shall have the right to enter the Premises for the purpose of showing the Premises to prospective tenants at any time during the Lease term.

ARTICLE 10
DAMAGE OR DESTRUCTION

10.1 Damage or Destruction

If Premises shall be damaged, either wholly or in part, by fire or other casualty, Landlord may, at its option, restore the Premises to their previous condition, and in the meantime, the monthly rent shall be abated in the same proportion as the untenantable portion of the Premises bears to the whole thereof. Notwithstanding the foregoing, if the fire or other casualty results from or arises out of Tenant's willful or negligent act or omission, monthly rent shall not be abated. If the Building shall be destroyed or damaged by fire or other casualty to the extent that more than twenty percent (20%) thereof is damaged, notwithstanding that the Premises may be unaffected directly by such destruction or damage, Landlord may, at its election, terminate this Lease upon thirty (30) days' prior written notice.

ARTICLE 11
INDEMNITY AND INSURANCE

11.1 Indemnification

Tenant shall defend and indemnify Landlord and hold it harmless from and against any and all liability, damages, costs or expenses, including attorneys' fees, arising from any act, omission or negligence of Tenant, or the officers, contractors, licensees, agents, servants, employees, guests, invitees, or visitors of Tenant in and about the Facility, or arising from any accident, injury, or damage, howsoever and by whomsoever caused, to any person or property, occurring in or about the Facility; provided that the foregoing provision shall not be construed to make Tenant responsible for loss, damage, liability or expense resulting from injuries to third parties caused by the willful act or negligence of Landlord, or of any officer, contractor, licensee, agent, servant, employee, guest, invitee or visitor of Landlord.

Landlord shall not be liable for any loss or damage to personal property or loss of income sustained by Tenant, or other persons, which may be caused by the Facility or the Premises, or any appurtenances thereto, being out of repair, or by the bursting or leakage of any water, gas, sewer or steam pipe, or by theft, or by any act or neglect of any tenant or occupant of the Facility, or of any other person, or by any other cause of whatsoever nature, unless caused by the gross negligence or willful misconduct of Landlord.

11.2 Insurance Coverage

By requiring insurance herein, Landlord does not represent that coverage and limits will necessarily be adequate to protect Tenant, and such coverage and limits shall not be deemed as a limitation on Tenant's liability under the indemnities granted to Landlord in this Lease. Failure to maintain the required insurance may result in termination of this Lease at Landlord's option.

Tenant shall, at Tenant's sole cost and expense, throughout the term of this Lease, obtain and maintain insurance of the types and in the amounts described below:

Commercial General and Umbrella Liability Insurance. Tenant shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, and if Tenant owns or operates more than one location other than the location under this Lease, then the CGL shall be endorsed to show that "limits apply per location". CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. The policy shall be on a primary occurrence form non-contributable to insurance carried by Landlord.

Workers' Compensation. Where required by law, Tenant shall maintain all statutorily required coverages including Employer's Liability.

All policies (except Workers Compensation and personal property) shall name Landlord as an additional insured. Certificates of Insurance shall be issued to Landlord within five (5) days after the commencement date shown in Section 2.1 of this Lease and prior to any renewal or change of policy term of Tenant's insurance. Additional Insured Endorsement shall be attached to the Certificate. The Certificate shall indicate on the certificate if Tenant's insurance applies at more than the location insured under this Lease. Failure of Landlord to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Landlord to identify a deficiency from evidence that is provided shall not be construed as a waiver of Tenant's obligation to maintain such insurance.

ARTICLE 12
ASSIGNMENT/ SUBLETTING

12.1 Assignment and Subletting by Tenant Prohibited

This Lease shall not be assigned by Tenant and the Premises shall not be sublet by Tenant.

ARTICLE 13
LIENS/ INSOLVENCY

13.1 Liens and Insolvency

Tenant shall keep the Premises and the Facility free from any liens arising out of any work performed, materials ordered or obligations incurred by Tenant. If Tenant becomes insolvent, voluntarily or involuntarily bankrupt, or if a receiver or assignee or other liquidating officer is appointed for the business of Tenant, then Landlord may terminate Tenant's right of possession under this Lease at Landlord's option.

ARTICLE 14
DEFAULT

14.1 Default

Time is of the essence hereof, and if at any time the rent or additional rent reserved herein shall become in arrears and be unpaid when due and continue to be unpaid for a period of ten (10) days after written demand for the payment thereof from Landlord specifying such failure to pay, or if Tenant shall default in the performance of any of the other terms, covenants and provisions of this Lease on its part to be performed and such failure is not cured within twenty (20) days after written demand for the performance thereof, or if Premises become vacant or deserted while no rent is being paid, or if Tenant files or has filed against it in any court pursuant to any statute, a petition in bankruptcy or insolvency, or for reorganization or for appointment of a receiver or trustee of all or a substantial portion of the property owned by Tenant, or if Tenant makes an assignment for the benefit of creditors, or any execution or attachment shall be issued against Tenant of all or a substantial portion of Tenant's property, whereby all or any portion of the Premises covered by this Lease or any improvement thereon shall be taken or occupied or attempted to be taken or occupied by someone other than Tenant and such adjudication, appointment, assignment, petition, execution or attachment shall not be set aside, vacated, discharged or bonded within thirty (30) days after the determination, issuance of filing of the same, then, and in such event, Landlord shall have the right to terminate this Lease and the term hereof, as well as all of the right, title and interest of Tenant hereunder, by giving Tenant not less than the aforementioned ten (10) days' notice in writing for default on rent and not less than the aforementioned twenty (20) days' notice in writing for all other defaults of such intention and upon the expiration of the time fixed in such notice (if such default shall not have been cured), this Lease and the term hereof, as well as all the right, title and interest of Tenant hereunder, shall wholly terminate in the same manner and with the same force and effect (except as to Tenant's liability) as if the date fixed by such latter notice were the expiration of the term herein originally granted, and Landlord may enter into and/or repossess said Premises, either by force or

summary proceedings, or otherwise, and Tenant hereby expressly waives service of notice of intention to re-enter or to institute legal proceedings to that end.

In the event of a cancellation or termination hereof by either the issuance of a dispossessory warrant or summons, or the service of a notice of termination as hereinabove provided, or otherwise, Tenant shall, nevertheless, remain and continue liable to Landlord in a sum equal to all of the rent and all additional charges for the balance of the term; and Landlord may re-enter said Premises, using such force for that purpose as may be necessary without being liable to any prosecution for said re-entry or for the use of such force, and Landlord may repair or alter said Premises in such manner as to Landlord may seem necessary or advisable, and/or let or relet said Premises or any or all parts thereof for the whole or any part of the remainder of the original term hereof or for a longer or shorter period, in Landlord's name or otherwise, and, out of any rent so collected or received, Landlord shall first pay to itself the expense and cost of retaking, repossessing, repairing and/or altering said Premises and the expenses of removing all persons and property therefrom; second, pay to itself any cost or expense sustained in securing any new tenant or tenants; and third, to pay to itself any balance remaining and apply the whole said balance, or so much thereof as may be required, toward payment of the liability of Tenant to Landlord for the sum equal to the rents reserved herein and then unpaid by Tenant for the remainder of the term. Any entry or re-entry by Landlord, whether had or taken under summary proceedings or otherwise, shall not absolve or discharge Tenant from liability hereunder. The words "re-enter" and "re-entry" as used in this Lease are not restricted to their technical legal meaning. The failure of Landlord to relet the Premises or any part or parts thereof shall not release or affect Tenant's liability for damages or otherwise.

Should any rent so collected by Landlord after the payments aforesaid be insufficient fully to pay to Landlord a sum equal to all rent and other charges herein reserved, the balance or deficiency shall be paid by Tenant following receipt of notice from Landlord of the amount of such balance or deficiency that is due. Upon the first day of each month during the term of this Lease, Tenant shall pay to Landlord the amount of said deficiency then existing and shall remain liable for any portion thereof not so paid; and the right of Landlord to recover from Tenant the amount of such deficiency, or a sum equal to the amount of all rent and other charges herein reserved if there shall be no reletting by Landlord, shall survive the issuance of any dispossessory warrant or other termination of the term hereof.

Suit or suits for the recovery of any such deficiency or damages, or for a sum equal to any installment or installments of rent or charges payable hereunder may be brought by Landlord, from time to time at Landlord's election, and nothing herein contained shall be deemed to require Landlord to await the date whereon this Lease or the term hereof would have expired by limitation had there been no such default by Tenant or no such termination. Rather, Landlord shall have the right to recover from Tenant (in addition to past-due rent and other sums then owing) the total amount of rent which would be payable over the then remaining term of this Lease.

Tenant hereby expressly waives any and all rights of redemption granted by or under any present or future laws in the event of Tenant being evicted or dispossessed for any cause, or in the event

of Landlord obtaining possession of demised Premises, by reason of the violation of Tenant of any of the covenants and conditions of this Lease.

Upon expiration or sooner termination of this Lease, all improvements and additions to the Premises shall become the property of Landlord.

ARTICLE 15
NON-WAIVER

15.1 Non-Waiver

Waiver by Landlord of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition; or of any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of rent hereunder by Landlord shall not be deemed to be a waiver of any preceding breach by Tenant of any term, covenant or condition of this Lease, other than the failure of Tenant to pay the particular rental so accepted, regardless of Landlord's knowledge of such preceding breach at the time of acceptance of such rent.

ARTICLE 16
NOTICES

16.1 Notices

Any notice authorized to be given from Landlord to Tenant or from Tenant to Landlord shall be sufficiently served or given for all purposes if delivered personally or if sent by United States certified mail, return receipt requested, addressed to the party in question at the following address:

Landlord:	Vice President for Finance and Administration University of Idaho P.O. Box 443164 Moscow, Idaho 83844-3164
Tenant:	American Wagyu Association Jerry Cassady, Executive Director PO Box 1115 Post Falls ID 83877

For the purposes of this Lease, a notice served by mail shall be deemed to have been delivered on the date mailed, as indicated by the postal service postmark on the certified mail receipt or on the envelope containing the notice.

ARTICLE 17

Article 17 intentionally deleted.

ARTICLE 18

LANDLORD'S LIABILITY

18.1 Landlord's Liability

Anything in this Lease to the contrary notwithstanding, covenants, undertakings and agreements herein made on the part of Landlord are made and intended not as personal covenants, undertakings and agreements or for the purpose of binding Landlord personally or the assets of Landlord, except Landlord's interest in the Premises and Facility, but are made and intended for the purpose of binding only Landlord's interest in the Premises. No personal liability or personal responsibility is assumed by, nor shall at any time be asserted or enforceable against Landlord or its agents or employees, and their respective heirs, legal representatives, successors and assigns on account of the Lease or on account of any covenant, undertaking or agreement of Landlord in this Lease contained. In the event this Lease is assigned by Landlord, Landlord's liability hereunder shall terminate upon the effective date of said assignment.

ARTICLE 19

GENERAL PROVISIONS

19.1 Time is of the Essence

In all instances where Tenant is required by the terms and provisions of this Lease to pay any sum or to do any act at a particular time or within an indicated period, it is understood and agreed that time is of the essence.

19.2 Waiver of Jury Trial

Landlord and Tenant hereby agree that each of them shall waive trial by jury in any action, proceeding or counterclaims brought by either Landlord or Tenant against the other. This waiver applies to any matters whatsoever arising out of or in any way connected with this Lease, or the relationship of Landlord and Tenant, or Tenant's use of the Premises, or any emergency statute, or any remedy authorized by statue.

19.3 Successors

Except as otherwise specifically provided, the terms, covenants, and conditions, contained in this Lease shall apply to and bind the heirs, successors, executors, administrators, and permitted assignees of the parties to this Lease.

19.4 Joint and Several Liability

If there is more than one Tenant, the obligations imposed by this Lease upon Tenant shall be joint and several.

19.5 Entire Agreement - Captions

This Lease contains the entire agreement of the parties. No representations, promises, or agreements oral or otherwise between the parties not contained in this Lease shall be of any force and effect. Neither this Lease nor any provisions hereof may be changed, waived, discharged, or terminated except in writing executed by Landlord and Tenant. The captions for Lease sections

are for convenience only and shall have no effect upon the construction or interpretation of any part of this Lease.

19.6 Severability

The illegality, invalidity or unenforceability of any term, condition, or provision of the Lease shall in no way impair or invalidate any other term, condition, or provision of the Lease. All such other terms, conditions, and provisions shall remain in full force and effect.

19.7 Brokerage Commission

Tenant and Landlord each represents and warrants that it has dealt with no broker, agent or finder in account of this Lease. Tenant agrees to defend, indemnify, and hold harmless Landlord from and against any and all claims, damages, and costs, including attorneys' fees, in connection with any claim for brokerage, finder's, or similar fees, or compensation related to this Lease, which may be made or alleged as a result of acts or omissions of that party.

19.8 Authorization to Sign Lease

If Tenant is a corporation, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's bylaws or a duly adopted resolution of Tenant's Board of Directors, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease, deliver to Landlord upon its request, a certified copy of such bylaws or the resolution of its Board of Directors authorizing the execution of the Lease. If Tenant is a partnership or trust, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with the terms of the partnership or trust agreement, respectively, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease deliver to Landlord, upon its request, such certificates or written assurances from the partnership or trust as Landlord may request authorizing the execution of the Lease. If Tenant is a limited liability company, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's Operating Agreement and that the Lease is binding upon Tenant in accordance with its terms.

19.9 Governing Law and Venue

This Lease shall be governed by, construed and enforced in accordance with the laws of the State of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the state district court of Latah County, Idaho.

19.10 Force Majeure

Time periods for Landlord's performance under this Lease, including services to be furnished by Landlord as provided for in this Lease, shall be extended for periods of time during which Landlord's performance is prevented due to circumstances beyond Landlord's control. This would include, without limitation, strikes, embargoes, repairs, alterations, governmental action, acts of God, war, or other strife. Landlord shall not be liable for any costs or damages incurred

by Tenant due to such circumstances. Suspension or interruption of any services provided by Landlord shall not result in any abatement of rent, be deemed an eviction, or relieve Tenant of any obligation under this Lease

19.11 Recordation

This Lease or memorandum hereof, shall not be recorded by Tenant.

19.12 Binding Effect

Submission of this instrument for examination or signature by Tenant does not constitute an offer to lease, or a reservation of or option for a lease, and it is not effective as a lease or otherwise until execution and delivery by both Landlord and Tenant.

19.13 Building Regulations

Tenant shall obey all written rules and regulations of the Facility as imposed by Landlord from time to time so long as such rules and regulations are necessary for the safety of persons at the Facility, the protection of the Facility from damage, the preservation of the professional business incubator setting, and they do not unreasonably affect Tenant's permitted use of the Premises. Any rules and regulations are in addition to and shall not be construed to modify or amend this Lease in any way. Landlord shall not be liable for failure of any other tenant to obey such rules and regulations. Failure by Landlord to enforce any current or subsequent rules or regulations against any tenant of the Facility shall not constitute a waiver thereof.

19.14 Relationship of Parties

Nothing contained in this Lease shall be construed as creating the relationship of principal or agent, partnership or joint venture. Neither the method of setting monthly rent rates, nor any provision of this Lease, or any act of the parties shall be deemed to create any relationship other than that of landlord and tenant.

19.15 Equal Opportunity

Each party agrees not to discriminate against any employee or applicant for employment in the performance of this Lease with respect to tenure, terms, conditions, or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. Breach of this covenant may be regarded as a material breach of this Lease.

19.16 Non-use of Names and Trademarks

No party to this Lease shall, without written consent in each case from the other party, use any name, trade name, trademark, or other designation of any other party hereto (including contraction, abbreviation, or simulation) in advertising, publicity, promotional, or similar activities or context.

IN WITNESS WHEREOF, Landlord and Tenant have respectively executed this Lease on
the day and year below.

LANDLORD:
Board of Regents of the University of Idaho,
a body politic and corporate organized and
existing under the laws of the State of Idaho

By _____
Kim Salisbury
Its: Associate VP Budget and Planning

Date of Landlord's signature_____

TENANT:
American Wagyu Association,
a Texas corporation, authorized to do
business in the State of Idaho

By _____
Jerry Cassady
Its: Executive Director

Exhibit List

Exhibit A: Floor Plan of Building Showing Premises Leased

Exhibit B: List of Improvements or Acknowledgement of Acceptance

Exhibit C: Base Year Operating Expense

EXIBIT A LEASED PREMISES

University of Idaho
Research Park

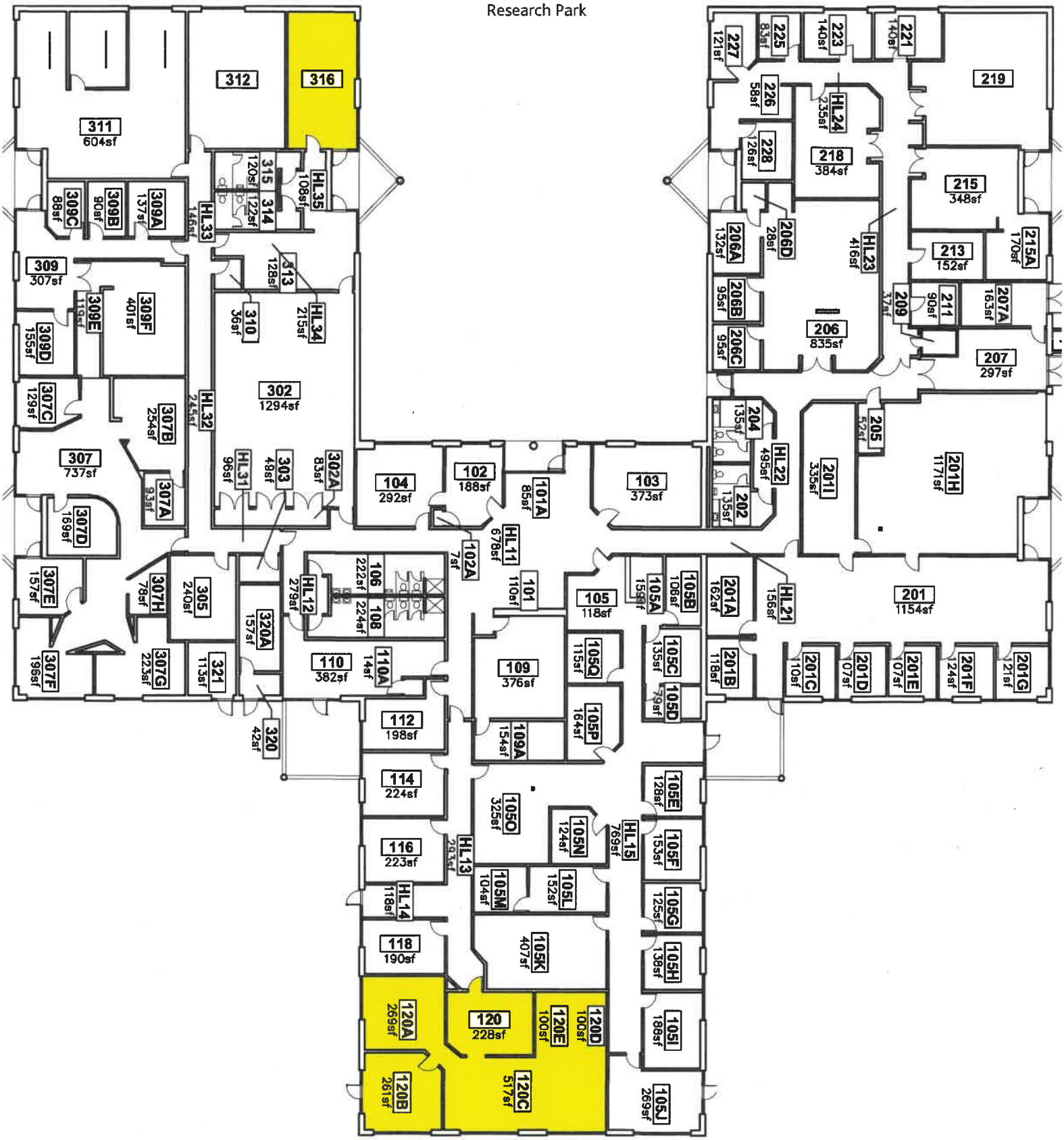

EXHIBIT B ACCEPTANCE OF PREMISES

No improvements to Premises or Facility necessary.

EXIBIT C BASE YEAR OPERATING EXPENSE

Recoverable Expenses/sf/yr

Management Fees	$4.16
Utilities/Municipal Services	$3.75
Repair & Maintenance Service Contracts	$4.25
Operations/Supplies/Repair/Maintenance	$4.76
Total Recoverable Expenses	**$16.92**

The lease term commences November 1, 2024, and is scheduled to terminate on October 31, 2025.

The lease terms and details are in substantial conformance with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter a lease amendment with American Wagyu Association in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Renewal of existing lease at UI Research Park in Post Falls for Sun Tropics.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2016 the UI Research Park in Post Falls has leased commercial space to Sun Tropics, a firm from California that is registered to conduct business in Idaho. UI developed the facilities in Post Falls to promote local economic development by providing suitable commercial space to serve business needs and for companies to receive support and collaborate with on-site UI expertise. This is one of several private entity tenants in this facility that operates at this site with recurring, shorter term lease renewals or amendments.

The attached draft lease revises prior terms of an existing lease arrangement. In the past such periodic short-term renewals or amendments for low value leases did not require Board approval when the new term is for a period of less than five years. However, August 2023 Board policy changes appear to require Board approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. For this renewal, UI is proposing to adjust rent based on actual operating costs rather than setting a fixed rental cost to cover those anticipated expenses.

IMPACT

UI collects lease revenue from its operation of the Research Park to cover expenses of occupancy and management of the facility.

ATTACHMENTS

Attachment 1 – Draft Lease Amendment

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2(a) – Institutional Approval Authorization Limits requires Board approval for all transactions for institutional leases of real property (as lessee or lessor) if the lease amount is over $2M, or the term of the lease exceeds 5 years.

The policy was updated in August 2023 to additionally include the following language that pertains to this lease renewal for commercial space at UI Research Park in Post Falls with Sun Tropics, “If the lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required.” The lease

term commences October 1, 2024, and is scheduled to terminate on September 30, 2027.

The lease terms and details are in substantial conformance with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter a lease amendment with Sun Tropics in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TENANT LEASE

THIS TENANT LEASE ("**Lease**") is made by and between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**Landlord**") and Sun Tropics, a California Corporation authorized to conduct business in the State of Idaho ("**Tenant**"). Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the Premises (hereinafter defined) upon all of the terms and conditions provided herein.

ARTICLE 1
PREMISES/ FACILITY/PARKING

1.1 Premises

The premises comprise the area shown as Suite 206, Rooms 209 and 221 (1362 sf) on the floor plan attached hereto as Exhibit A ("**Premises**"). Premises is located at 958 S Lochsa St, Post Falls ID 83854 and located in a building, together with related driveways, parking areas, fixtures and improvements ("**Facility**").

1.2 Common Areas

Subject to the terms of this Lease, Tenant shall have the non-exclusive right in common with other occupants of the Facility, to use certain access roads, parking areas, sidewalks, entrances, corridors, grounds, lobby areas, meeting rooms, common restrooms, and other building amenities within the Facility provided and designated from time to time by Landlord for the general use and convenience of the occupants of the Facility (collectively, "**Common Areas**").

1.3 Parking

Tenant's use of the Common Areas shall include use, on an unassigned basis, of those portions of the Common Areas designated by Landlord from time to time for Tenant parking and access to such parking. Parking spaces available to Tenant shall be used for parking only by vehicles no larger than full-sized passenger automobiles. No overnight parking for Tenant vehicles is permitted without the written consent of Landlord. Tenant shall not permit or allow any vehicles that belong to or are controlled by Tenant or Tenant's employees, suppliers, shippers, customers or invitees to be loaded or parked in areas other than those designated by Landlord for such activities. If Tenant permits or allows any of the prohibited activities described in this Section, Landlord shall have the right, in addition to all other rights and remedies that it may have under this Lease, to remove or tow away the vehicle involved without prior notice to Tenant and the cost thereof shall be paid to Landlord within ten (10) days after notice from Landlord to Tenant.

ARTICLE 2

LEASE TERM/CONDITION OF PREMISES

2.1 Lease Term

Lease term shall commence on October 1, 2024, and shall terminate on September, 30, 2027. This Lease may also be terminated prior to the Lease termination date by either party. The party choosing to terminate must provide sixty days' written notice to the other party.

2.2 Improvement to Premises and Acceptance of Condition of Premises

If improvements to the Premises and/or Facility are deemed necessary by the parties, Landlord shall arrange and perform that work and make the installations in the Premises and/or Facility substantially as listed in Exhibit B (the "**Improvements to Premises**"). If no work is deemed necessary by Landlord and Tenant, Exhibit B shall simply state "No improvements to Premises or Facility necessary", and such statement shall be deemed as Tenant's acknowledgement and acceptance of Premises and Facility "AS IS". Other than as listed in Exhibit B, Landlord has no obligation to improve, alter or remodel the Premises or Facility beyond repair and maintenance of the existing facility infrastructure as provided herein and Tenant hereby acknowledges that no improvements beyond those specified in Exhibit B shall be provided by Landlord. All such installations provided herein shall immediately become and remain the property of Landlord.

ARTICLE 3

PAYMENT OF RENT/ADDITIONAL RENT

3.1 Amount and Payment of Monthly Rent and Additional Rent

Tenant agrees to pay monthly rent of $2586.44 for each month of the first year of the Lease term, $2728.69 for each month of the second year of the Lease Term, and $2878.77 for each month of the third and final year of the Lease Term. Payment shall be made to Landlord on or before the first day of that month for which rent is due, e.g. payment for January shall be due on January 1. If the first day of the month falls on a weekend or holiday payment shall be due the first University business day thereafter. Payment must be RECEIVED by the close of business on the due date to be considered timely. Without separate invoice from Landlord, Tenant shall make its monthly rent check payable to "Bursar, University of Idaho" and forward payment to "UI Student Accounts/Accounts Receivable, 875 Perimeter MS 4250, Moscow ID 83844-4250", or to such other address as Landlord may designate in writing. Such payment shall include Tenant's specific account code provided by Lessor. All other monies besides monthly rent payable by Tenant to Landlord under this Lease shall be deemed to be additional rent and shall be separately invoiced by Landlord and payable and recoverable as rent in the manner herein provided and Landlord shall have all rights against Tenant for default in any such payment. Rent shall be paid to Landlord during the entire term of this Lease, without abatement, deduction or set-off of any kind. Tenant's obligation to pay all rent due under this Lease shall survive the expiration or earlier termination of this Lease. Should this Lease commence on a day other than the first day of the month or terminate on a day other than the last day of the month, the rent for such partial month shall be prorated.

3.2 Late Payment Charge

If Tenant fails to pay any rent within fifteen (15) days of when due (as provided in Section 3.1 above), Tenant shall pay to Landlord a late payment charge for each occurrence of $20 to help defray the additional cost to Landlord for processing such late payments. If Tenant fails to pay any rent when due for any period exceeding thirty days, such unpaid amounts shall, in addition to late payment of $20 also pay an additional delinquency fee that shall bear interest from the date due until paid at the rate of eighteen percent (18%) per annum. These provisions for late charges shall be in addition to Landlord's other rights and remedies hereunder or at law or in equity and shall not be construed as liquidated damages or as limiting Landlord's remedies in any manner.

3.3 Personal Property Taxes

Tenant shall pay prior to delinquency all personal property taxes and business taxes with respect to all property and business activities of Tenant on Premises and shall provide promptly upon request of Landlord written proof of such payments.

ARTICLE 4

Article 4 intentionally deleted for the purposes of this Lease.

ARTICLE 5
SECURITY DEPOSIT

5.1 Security Deposit

Upon execution of the Lease, Tenant shall deposit an amount equal to one month's rent (as established in Section 3.1 above for the first year's rent) as security for the faithful performance and observance by Tenant of all the terms, covenants, conditions, provisions and agreements of this Lease ("**Security Deposit**"). This amount is separate from and in addition to the amount due as "monthly rent" as provided by Section 3.1 of this Lease. If Tenant shall default with respect to any covenant or condition of this Lease including, but not limited to the payment of rent, Landlord may, but shall not be obligated to, apply all or any part of such deposit to the payment of any sum in default or any other sum which Landlord may be required to spend or incur by reason of Tenant's default, and, in such event, Tenant shall, upon demand, deposit with Landlord the amount so applied so that Landlord shall have the full deposit on hand at all times during the term of this Lease. If Tenant shall have fully complied with all the covenants and conditions of this Lease, the Security Deposit or any balance thereof shall be refunded to Tenant upon Landlord's final inspection of the Premises and within thirty (30) days after Tenant has vacated the same and after any accrued charges for which Tenant is responsible (such as but not limited to repair of damages to the Premises attributable to Tenant) and have been determined and paid in full. Tenant agrees that if this Security Deposit is insufficient to compensate Landlord for any damages, costs, and expenses not covered thereby, including loss of rental income during any period reasonably required to repair physical damages to Premises or to clean Premises, Tenant shall pay the balance thereof, immediately upon demand.

ARTICLE 6

USE AND OCCUPANCY

6.1 Permitted Use, Signage and Preservation of Business Incubator Setting

Premises shall be occupied and used only for the specific purpose of laboratory space for research and development and scale up for production of fruit flavorings and for no other business or purpose without the prior written consent of Landlord. Tenant shall not display any sign or advertisement on the exterior of Premises or Facility without the written consent of Landlord and such consent may be withheld at the sole discretion of Landlord. Landlord shall place upon a common sign structure in the Facility's courtyard a business identification panel with Tenant's business name. Such panel shall be designed and placed by Landlord at no additional cost to Tenant beyond monthly rent.

No act shall be done in or about the Premises or Common Areas that is unlawful or that will increase the existing rate of insurance on the Building. Tenant shall not commit or allow to be committed any waste upon the Premises or Facility, or any public or private nuisance or other act or thing which disturbs the quiet enjoyment of any other tenant or occupant in the Facility. Tenant shall not, without the written consent of Landlord, use any apparatus, machinery, or device in the Premises, which will cause any substantial noise or vibration about the Premises. If any of Tenant's office machines and equipment should disturb the quiet enjoyment of any other tenants in the Facility, then Tenant shall take such action as may be necessary to eliminate the disturbance (subject to any Premises or Facility alteration approvals from Landlord). Tenant shall comply with all state, federal, and local laws, ordinances, and regulations relating to its use of the Premises and shall observe such reasonable rules and regulations as may be adopted and distributed to Tenant in writing by Landlord for the safety, care and cleanliness of the Premises or the Facility, and for preservation of a professional business incubator setting at the Facility.

6.2 Compliance with Environmental Laws

Tenant represents, warrants, and covenants to Landlord that:

(a) Tenant and Premises will remain in compliance with all applicable laws, ordinances, and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment, including those statutes, laws, regulations, and ordinances identified in subparagraph (h), all as amended and modified from time to time (collectively, "**Environmental Laws**"). All governmental permits relating to the use or operation of the Premises required by applicable Environmental Laws are and will remain in effect, and Tenant will comply with them.

(b) Tenant will not permit any release, generation, manufacture, storage, treatment, transportation, or disposal of hazardous material, as that term is defined in subparagraph (h), on, in, under, or from Premises in violation of any Environmental Laws. Tenant will promptly notify Landlord, in writing, if Tenant has or acquires notice or knowledge that any hazardous material has been or is threatened to be released, generated, manufactured, stored, treated, transported, or disposed of, on, in, under, or from Premises in violation of any Environmental Laws; and if any hazardous material is found on Premises in violation of any Environmental Laws, Tenant, at its own cost and expense, will immediately take such action as is necessary to

detain the spread of and remove the hazardous material to the complete satisfaction of Landlord and the appropriate governmental authorities.

(c) Tenant will immediately notify Landlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to the condition of Premises or compliance with Environmental Laws. Tenant will promptly cure and have dismissed with prejudice any of those actions and proceedings to the satisfaction of Landlord. Tenant will keep Premises free of any lien imposed pursuant to Environmental Laws.

(d) Landlord will have the right at all reasonable times and from time to time to conduct environmental audits of Premises, and Tenant will cooperate in the conduct of those audits. The audits will be conducted by a person(s) of Landlord's choosing, and if any hazardous material is detected or if a violation of any of the warranties, representations, or covenants contained in this paragraph is discovered, the fees and expenses of such person(s) will be borne by Tenant and will be paid as additional rent under this Lease on demand by Landlord.

(e) If Tenant fails to comply with any of the foregoing warranties, representations, and covenants, Landlord may cause the removal (or other cleanup acceptable to Landlord) of any hazardous material from Premises and/or Facility. The costs of hazardous material removal and any other cleanup (including transportation and storage costs) will be additional rent under this Lease, whether or not a court has ordered the cleanup, and those costs will become due and payable on demand by Landlord. Tenant will give Landlord, its agents, and employees, access to Premises to remove or otherwise clean up any hazardous material. Landlord, however, has no affirmative obligation to remove or otherwise clean up any hazardous material, and this Lease will not be construed as creating any such obligation.

(f) Tenant will indemnify and hold harmless Landlord and its employees, agents, officers, and directors from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs, or expenses of any kind or nature, known or unknown, contingent or otherwise, arising out of or in any way related to the acts and omissions of Tenant, Tenant's officers, directors, employees, agents, contractors, subcontractors, subtenants, and invitees with respect to (1) the generation, manufacture, operations involving, transport, treatment, storage, handling, production, processing, disposal, release, or threatened release of any hazardous materials which are on, from, or affecting the Premises, including, without limitation, the soil, water, vegetation, buildings, and improvements on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such hazardous materials; (3) any lawsuit brought or threatened, settlement reached, or governmental order relating to such hazardous materials; and (4) any violations of laws, orders, regulations, requirements, or demands of governmental authorities, or any reasonable policies or requirements of Landlord, which are based upon or in any way related to such hazardous material including, without limitation, attorney and consultant fees, investigation and laboratory fees, court costs, and litigation expenses. This indemnification will survive this Lease.

(g) At the end of this Lease, Tenant will surrender Premises to Landlord free of any and all hazardous materials and in compliance with Environmental Laws affecting Premises.

(h) For the purpose of this Section, the term "**hazardous materials**" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances, or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. § 9601 et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. § 1801 et seq.), the Resource Conservation and Recovery Act of 1976, as amended (42 U.S.C. § 6901 et seq.); and in the regulations adopted and publications promulgated pursuant to them, or any other federal, state, or local environmental laws, ordinances, rules, or regulations now enacted or enacted after this date.

(i) The provisions of this Section shall be in addition to any and all obligations and liabilities Tenant may have to Landlord and common law, will survive this Lease.

6.3 Relocation

Landlord shall have the right, at its option and upon at least thirty (30) days' written notice to Tenant, to relocate Tenant and to substitute for the Premises described above other spaces in the Facility containing at least as much useable area as the original Premises. Such substituted Premises shall be improved by Landlord at its expense, with improvements at least equal in quantity and quality to those in the original Premises. Landlord shall pay the expenses reasonably incurred by Tenant in connection with such substitution of Premises, including, but not limited to costs of moving, telecommunication infrastructure relocation, etc., up to an amount that shall not exceed $4.00 per useable square foot of the new Premises.

ARTICLE 7
UTILITIES AND SERVICES

7.1 Utilities and Telecommunications

Subject to operating cost adjustments as provided in Section 7.4 below, utility services available to Facility and/or Premises (municipal water, sewer, garbage collection, electric, heat, cooling) shall be provided at no additional cost to Tenant beyond Tenant's monthly rent payment. In the event such services used by Tenant exceed the amounts or types typical for office space use, Landlord may, upon notice and explanation to Tenant, invoice for such excessive or unusual uses separately as additional rent.

Landlord shall provide for Tenant's routine use of facility telecommunications infrastructure from the interior wall plate to the telecommunications room to the extent deemed necessary by Landlord to provide Tenant access to voice and Internet service. Landlord shall be solely responsible for maintaining and altering all telecommunications infrastructure within the facility and this Lease does not permit Tenant's installation of, or modification to such telecommunication systems. Tenant shall not be granted access to any facility telecommunications rooms. Tenant request for additions, removals or alterations of telecommunications infrastructure within the facility shall be submitted to Landlord in writing. Landlord may approve or reject such proposal at its sole discretion. Prior to commencement of Tenant's approved additions, removal, or alterations, Tenant shall be notified of any cost

assigned to Tenant attributable to Tenant's request and shall be separately invoiced by Landlord and such costs shall be paid for by Tenant as additional rent.

Landlord shall provide Tenant limited bandwidth access to the Internet. Subject to Tenant's compliance with Landlord's rules and policies regarding Internet use, Landlord shall provide and maintain such basic Internet connectivity at no additional cost. Internet connectivity provided by Landlord is not guaranteed at all times, but Landlord shall make reasonable efforts to maintain connectivity for Tenant. Landlord is not responsible for any costs resulting from the loss of data or business interruptions due to temporary loss of Internet service. Tenant shall be solely responsible for securing its networked devices and protect them from attack, compromise, misuse, etc. Tenant shall keep network-connected devices upgraded with current security patches and use firewalls, anti-virus software, etc. for device protection. If Tenant has a network-connected device that experiences a security issue, such as a computer virus; complaint; security incident; DMCA report; etc., Landlord reserves the right to immediately and completely disconnect all Tenant-related devices from the network until the issue is resolved to Landlord's satisfaction. Tenant wireless network access shall be limited to Premises. Building common areas may not have tenant wireless coverage. Tenant wireless networks shall not be open to the public. The provided network service is intended for the use of Tenant employees and is not to be used by guests, vendors, family, etc. Tenant servers providing service to the Internet must be privately hosted outside of Landlord's network. No servers will be located in Premises.

Tenant shall arrange and separately pay for its voice telecommunications services, such services are not provided by this Lease. Tenant and/or Tenant's voice telecommunication service provider shall coordinate service with Landlord prior to initiation of service. Tenant shall pay (based on a separate invoice from Landlord) any costs imposed on Landlord for Tenant's voice telecommunication service connectivity. Landlord will not be responsible for E911 services for Tenant location. Tenant will be responsible for communicating E911 information to its telecommunication service provider and ensuring its proper provision.

7.2 Maintenance, Janitorial, and Shared Equipment Services

Subject to operating cost adjustments as provided in Section 7.4 below, Landlord shall provide regular maintenance and janitorial services for interior and exterior of Premises and Facility, including Common Areas at no additional cost to Tenant beyond Tenant's monthly rent payment.

7.3 Landlord's Liability

Landlord shall not be liable to Tenant for any loss or damage caused by or resulting from any variation, interruption, or failure of such utilities and services due to any cause whatsoever. No temporary interruption or failure of such services incident to the making of repairs, alterations or improvements, or due to accident or strike, or conditions or events beyond Landlord's reasonable control shall be deemed an eviction of Tenant or relieve Tenant from any of Tenant's obligations hereunder.

7.4 Operating Cost Adjustment During Term

Operating costs for Premises are included in the monthly rent up to the amount of anticipated facility operating costs ("**Base Year Operating Expense**"). The components and anticipated amounts of Base Year Operating Expense are attached and incorporated herein as shown in **Exhibit C** as "recoverable expenses". Total facility operating costs (based on full building occupancy) shall be calculated by Landlord at the end of each year of the Term (or partial year of the Term if permitted Lease termination or cancellation occurs before the end of any year of the Term). Tenant's share of facility operating costs is 7%. If during any year of the Term the actual operating costs for the then current Landlord fiscal year (which runs July 1 through June 30) are greater than the Base Year Operating Expense, Tenant shall pay its pro-rata share of the increase in actual operating costs of the facility for that year in which such actual operating costs exceed Base Year Operating Expense. The increase shall be referred to as the "Adjustment Amount". The Adjustment Amount shall be considered additional rent and included as a single additional payment within thirty (30) days of billing notification by Landlord or Landlord's billing agent. In the last year of the Term, the Adjustment Amount shall be paid upon notification of billing for the Adjustment Amount which may be calculated and noticed after the Term and Lease have expired. Expense information to support the determination of any increase in actual operating costs for each year of the Term shall be provided by Landlord within a reasonable time upon request by Tenant.

ARTICLE 8
CARE OF PREMISES/END OF TERM

8.1 Landlord's Responsibility

As long as Tenant is not in default of any of the provisions of this Lease, Landlord shall maintain Premises and Building in reasonably good condition except for damage occasioned by the act or omission of Tenant, the repair of which shall be paid for by Tenant.

8.2 Tenant's Responsibility

Tenant shall take good care of the Premises. Tenant's responsibility shall extend to its visitors, contractors, guests or agents. Tenant shall, at the expiration or termination of this Lease, surrender and deliver the Premises to Landlord in as good condition as when received by Tenant from Landlord or as thereafter improved, reasonable use and wear excepted. At the expiration or termination of this Lease, Landlord shall cause all carpets in Premises to be professionally cleaned and shall thereafter submit a bill to Tenant for the reasonable costs associated with such cleaning. Such bill shall be paid by Tenant as additional rent and shall be due promptly upon receipt by Tenant. Tenant shall be responsible for the cost of replacement of carpet that is damaged as a result of dragging or pushing furniture in the Premises or Common Areas.

Tenant shall not make any alterations, additions or improvements in or to Premises, or make changes to locks on doors, or add, disturb or in any way change any plumbing or wiring without first obtaining the written consent of Landlord. Unless specifically approved by Landlord to the contrary, ALL alterations, additions, or improvements shall be completed by Landlord or Landlord's contractor and shall become the property of Landlord during the Lease term and after termination. If such approval is given, it shall assign costs for completing such work to Landlord

or Tenant and shall also establish if such alterations, additions, and improvements shall be removed by Tenant at Tenant's expense at the end of term.

All damage or injury done to Premises or Common Areas by Tenant or by any persons who may be in or upon Premises and Common Areas with the consent of Tenant, including the cracking or breaking of glass of any windows and doors, shall be paid for by Tenant, and Tenant shall pay all damage to the Facility caused by Tenant's misuse of the Premises or the appurtenances thereto. If Tenant refuses or neglects to pay for repairs and/or maintain the Premises or any part thereof in a manner reasonably satisfactory to Landlord, Landlord shall have the right, upon giving Tenant five (5) days' written notice of Landlord's election to do so, to make such repairs or perform such maintenance on for the account of Tenant. In such event, such work shall be paid for by Tenant as additional rent and shall be due promptly upon receipt of a bill therefor. Anything to the contrary herein notwithstanding, in the event that an emergency condition should exist because of the failure of Tenant to perform any of its obligations to repair or maintain Premises in accordance with this Lease, Tenant shall not be entitled to any notice and Landlord may immediately assume all or any portion of such obligations and Tenant shall be responsible for all costs of remedy. For the purposes of the preceding sentence, the phrase "**emergency condition**" shall mean any condition constituting an immediate risk of injury to person, serious damage to property or impairment of Landlord's or another tenant's or occupant's business. No exercise by Landlord of any rights herein reserved shall entitle Tenant to any damage for any injury or inconvenience occasioned thereby or to any abatement of rent. Tenant shall not put any curtains, draperies or other hangings on or beside the windows in the Premises without first obtaining Landlord's consent. All normal repairs necessary to maintain the Premises in a tenantable condition shall be done by or under the direction of Landlord and at Landlord's expense except as otherwise provided herein. Landlord shall be the sole judge as to what repairs are necessary.

Tenant shall not make any alterations, additions or improvements in or to Common Areas.

8.3 Surrender of Possession

Upon expiration of the term of this Lease, whether by lapse of time or otherwise, Tenant shall promptly and peacefully surrender Premises to Landlord.

8.4 Removal of Property

Any trade fixtures, equipment, or other personal property placed in the Premises by Tenant and not affixed to the walls, ceiling, floors, or other part thereof, shall remain the property of Tenant, and provided that Tenant is not in default of performance of this Lease, they may be removed by Tenant at any time during the term hereof.

Those trade fixtures or equipment which must necessarily be affixed to the walls, ceiling, floors, or other part of the Premises in such a manner that damage thereto will result from the installation or removal thereof, shall not be installed without the prior consent in writing and approval of the manner of installation by Landlord. If so installed, they shall remain a part of the Premises and not be removed therefrom unless Landlord shall demand their removal, in which event they shall promptly be removed by Tenant, and Tenant shall be responsible for repair of all damage to any part of the Premises occasioned by their installation or removal. If Tenant shall

fail to remove any other property of any nature whatsoever from the Premises or Facility at the termination of this Lease, or when Landlord has the right of re-entry, Landlord may, at its option, remove and store said property without liability for loss thereof or damage thereto, such storage to be for the account and at the expense of Tenant. If Tenant shall not pay the cost of storing any such property after it has been stored for a period of thirty (30) days or more, Landlord may, at its option, sell, or permit to be sold, any or all of such property at public or private sale, in such manner at such times and places as Landlord, in its sole discretion, may deem proper, without notice to Tenant, and shall apply the proceeds of such sale as follows: first, to the cost and expense of such sale, including advertising costs and reasonable attorneys' fees actually incurred; second, to the payment of the costs or charges for storing any such property; third, to the payment of any other sums of money which may then be or thereafter become due Landlord from Tenant under any of the term hereof; and, fourth, the balance, if any, to Tenant.

ARTICLE 9
ACCESS

9.1 Access

Tenant will permit Landlord and its agents to enter into and upon the Premises at all reasonable times for the purpose of inspecting the same or for the purpose of cleaning, repairing, altering or improving the Premises or Building. Nothing contained in this Article 9 shall be deemed to impose any obligation upon Landlord not expressly stated elsewhere in this Lease. When reasonably necessary, Landlord may temporarily close entrances, doors, corridors, or other facilities without liability to Tenant by reason of such closure and without such action by Landlord being construed as an eviction of Tenant or relieve Tenant from the duty of observing and performing any of the provisions of this Lease. Landlord shall have the right to require Tenant to exclusively use service or delivery access routes as designated by Landlord from time to time. Landlord shall have the right to enter the Premises for the purpose of showing the Premises to prospective tenants at any time during the Lease term.

ARTICLE 10
DAMAGE OR DESTRUCTION

10.1 Damage or Destruction

If Premises shall be damaged, either wholly or in part, by fire or other casualty, Landlord may, at its option, restore the Premises to their previous condition, and in the meantime, the monthly rent shall be abated in the same proportion as the untenantable portion of the Premises bears to the whole thereof. Notwithstanding the foregoing, if the fire or other casualty results from or arises out of Tenant's willful or negligent act or omission, monthly rent shall not be abated. If the Building shall be destroyed or damaged by fire or other casualty to the extent that more than twenty percent (20%) thereof is damaged, notwithstanding that the Premises may be unaffected directly by such destruction or damage, Landlord may, at its election, terminate this Lease upon thirty (30) days' prior written notice.

ARTICLE 11
INDEMNITY AND INSURANCE

11.1 Indemnification

Tenant shall defend and indemnify Landlord and hold it harmless from and against any and all liability, damages, costs or expenses, including attorneys' fees, arising from any act, omission or negligence of Tenant, or the officers, contractors, licensees, agents, servants, employees, guests, invitees, or visitors of Tenant in and about the Facility, or arising from any accident, injury, or damage, howsoever and by whomsoever caused, to any person or property, occurring in or about the Facility; provided that the foregoing provision shall not be construed to make Tenant responsible for loss, damage, liability or expense resulting from injuries to third parties caused by the willful act or negligence of Landlord, or of any officer, contractor, licensee, agent, servant, employee, guest, invitee or visitor of Landlord.

Landlord shall not be liable for any loss or damage to personal property or loss of income sustained by Tenant, or other persons, which may be caused by the Facility or the Premises, or any appurtenances thereto, being out of repair, or by the bursting or leakage of any water, gas, sewer or steam pipe, or by theft, or by any act or neglect of any tenant or occupant of the Facility, or of any other person, or by any other cause of whatsoever nature, unless caused by the gross negligence or willful misconduct of Landlord.

11.2 Insurance Coverage

By requiring insurance herein, Landlord does not represent that coverage and limits will necessarily be adequate to protect Tenant, and such coverage and limits shall not be deemed as a limitation on Tenant's liability under the indemnities granted to Landlord in this Lease. Failure to maintain the required insurance may result in termination of this Lease at Landlord's option.

Tenant shall, at Tenant's sole cost and expense, throughout the term of this Lease, obtain and maintain insurance of the types and in the amounts described below:

Commercial General and Umbrella Liability Insurance. Tenant shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, and if Tenant owns or operates more than one location other than the location under this Lease, then the CGL shall be endorsed to show that "limits apply per location". CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. The policy shall be on a primary occurrence form non-contributable to insurance carried by Landlord.

Workers' Compensation. Where required by law, Tenant shall maintain all statutorily required coverages including Employer's Liability.

All policies (except Workers Compensation and personal property) shall name Landlord as an additional insured. Certificates of Insurance shall be issued to Landlord within five (5) days after the commencement date shown in Section 2.1 of this Lease and prior to any renewal or change of policy term of Tenant's insurance. Additional Insured Endorsement shall be attached to the Certificate. The Certificate shall indicate on the certificate if Tenant's insurance applies at more than the location insured under this Lease. Failure of Landlord to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Landlord to identify a deficiency from evidence that is provided shall not be construed as a waiver of Tenant's obligation to maintain such insurance.

ARTICLE 12
ASSIGNMENT/ SUBLETTING

12.1 Assignment and Subletting by Tenant Prohibited

This Lease shall not be assigned by Tenant and the Premises shall not be sublet by Tenant.

ARTICLE 13
LIENS/ INSOLVENCY

13.1 Liens and Insolvency

Tenant shall keep the Premises and the Facility free from any liens arising out of any work performed, materials ordered or obligations incurred by Tenant. If Tenant becomes insolvent, voluntarily or involuntarily bankrupt, or if a receiver or assignee or other liquidating officer is appointed for the business of Tenant, then Landlord may terminate Tenant's right of possession under this Lease at Landlord's option.

ARTICLE 14
DEFAULT

14.1 Default

Time is of the essence hereof, and if at any time the rent or additional rent reserved herein shall become in arrears and be unpaid when due and continue to be unpaid for a period of ten (10) days after written demand for the payment thereof from Landlord specifying such failure to pay, or if Tenant shall default in the performance of any of the other terms, covenants and provisions of this Lease on its part to be performed and such failure is not cured within twenty (20) days after written demand for the performance thereof, or if Premises become vacant or deserted while no rent is being paid, or if Tenant files or has filed against it in any court pursuant to any statute, a petition in bankruptcy or insolvency, or for reorganization or for appointment of a receiver or trustee of all or a substantial portion of the property owned by Tenant, or if Tenant makes an assignment for the benefit of creditors, or any execution or attachment shall be issued against Tenant of all or a substantial portion of Tenant's property, whereby all or any portion of the Premises covered by this Lease or any improvement thereon shall be taken or occupied or attempted to be taken or occupied by someone other than Tenant and such adjudication, appointment, assignment, petition, execution or attachment shall not be set aside, vacated, discharged or bonded within thirty (30) days after the determination, issuance of filing of the

same, then, and in such event, Landlord shall have the right to terminate this Lease and the term hereof, as well as all of the right, title and interest of Tenant hereunder, by giving Tenant not less than the aforementioned ten (10) days' notice in writing for default on rent and not less than the aforementioned twenty (20) days' notice in writing for all other defaults of such intention and upon the expiration of the time fixed in such notice (if such default shall not have been cured), this Lease and the term hereof, as well as all the right, title and interest of Tenant hereunder, shall wholly terminate in the same manner and with the same force and effect (except as to Tenant's liability) as if the date fixed by such latter notice were the expiration of the term herein originally granted, and Landlord may enter into and/or repossess said Premises, either by force or summary proceedings, or otherwise, and Tenant hereby expressly waives service of notice of intention to re-enter or to institute legal proceedings to that end.

In the event of a cancellation or termination hereof by either the issuance of a dispossessory warrant or summons, or the service of a notice of termination as hereinabove provided, or otherwise, Tenant shall, nevertheless, remain and continue liable to Landlord in a sum equal to all of the rent and all additional charges for the balance of the term; and Landlord may re-enter said Premises, using such force for that purpose as may be necessary without being liable to any prosecution for said re-entry or for the use of such force, and Landlord may repair or alter said Premises in such manner as to Landlord may seem necessary or advisable, and/or let or relet said Premises or any or all parts thereof for the whole or any part of the remainder of the original term hereof or for a longer or shorter period, in Landlord's name or otherwise, and, out of any rent so collected or received, Landlord shall first pay to itself the expense and cost of retaking, repossessing, repairing and/or altering said Premises and the expenses of removing all persons and property therefrom; second, pay to itself any cost or expense sustained in securing any new tenant or tenants; and third, to pay to itself any balance remaining and apply the whole said balance, or so much thereof as may be required, toward payment of the liability of Tenant to Landlord for the sum equal to the rents reserved herein and then unpaid by Tenant for the remainder of the term. Any entry or re-entry by Landlord, whether had or taken under summary proceedings or otherwise, shall not absolve or discharge Tenant from liability hereunder. The words "re-enter" and "re-entry" as used in this Lease are not restricted to their technical legal meaning. The failure of Landlord to relet the Premises or any part or parts thereof shall not release or affect Tenant's liability for damages or otherwise.

Should any rent so collected by Landlord after the payments aforesaid be insufficient fully to pay to Landlord a sum equal to all rent and other charges herein reserved, the balance or deficiency shall be paid by Tenant following receipt of notice from Landlord of the amount of such balance or deficiency that is due. Upon the first day of each month during the term of this Lease, Tenant shall pay to Landlord the amount of said deficiency then existing and shall remain liable for any portion thereof not so paid; and the right of Landlord to recover from Tenant the amount of such deficiency, or a sum equal to the amount of all rent and other charges herein reserved if there shall be no reletting by Landlord, shall survive the issuance of any dispossessory warrant or other termination of the term hereof.

Suit or suits for the recovery of any such deficiency or damages, or for a sum equal to any installment or installments of rent or charges payable hereunder may be brought by Landlord, from time to time at Landlord's election, and nothing herein contained shall be deemed to require

Landlord to await the date whereon this Lease or the term hereof would have expired by limitation had there been no such default by Tenant or no such termination. Rather, Landlord shall have the right to recover from Tenant (in addition to past-due rent and other sums then owing) the total amount of rent which would be payable over the then remaining term of this Lease.

Tenant hereby expressly waives any and all rights of redemption granted by or under any present or future laws in the event of Tenant being evicted or dispossessed for any cause, or in the event of Landlord obtaining possession of demised Premises, by reason of the violation of Tenant of any of the covenants and conditions of this Lease.

Upon expiration or sooner termination of this Lease, all improvements and additions to the Premises shall become the property of Landlord.

ARTICLE 15
NON-WAIVER

15.1 Non-Waiver

Waiver by Landlord of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition; or of any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of rent hereunder by Landlord shall not be deemed to be a waiver of any preceding breach by Tenant of any term, covenant or condition of this Lease, other than the failure of Tenant to pay the particular rental so accepted, regardless of Landlord's knowledge of such preceding breach at the time of acceptance of such rent.

ARTICLE 16
NOTICES

16.1 Notices

Any notice authorized to be given from Landlord to Tenant or from Tenant to Landlord shall be sufficiently served or given for all purposes if delivered personally or if sent by United States certified mail, return receipt requested, addressed to the party in question at the following address:

Landlord:	Vice President for Finance and Administration University of Idaho P.O. Box 443164 Moscow, Idaho 83844-3164
Tenant:	Sun Tropics, Inc. 2420 Camino Ramon, Suite 100 San Ramon CA 94582

For the purposes of this Lease, a notice served by mail shall be deemed to have been delivered on the date mailed, as indicated by the postal service postmark on the certified mail receipt or on the envelope containing the notice.

ARTICLE 17

Article 17 intentionally deleted.

ARTICLE 18
LANDLORD'S LIABILITY

18.1 Landlord's Liability

Anything in this Lease to the contrary notwithstanding, covenants, undertakings and agreements herein made on the part of Landlord are made and intended not as personal covenants, undertakings and agreements or for the purpose of binding Landlord personally or the assets of Landlord, except Landlord's interest in the Premises and Facility, but are made and intended for the purpose of binding only Landlord's interest in the Premises. No personal liability or personal responsibility is assumed by, nor shall at any time be asserted or enforceable against Landlord or its agents or employees, and their respective heirs, legal representatives, successors and assigns on account of the Lease or on account of any covenant, undertaking or agreement of Landlord in this Lease contained. In the event this Lease is assigned by Landlord, Landlord's liability hereunder shall terminate upon the effective date of said assignment.

ARTICLE 19
GENERAL PROVISIONS

19.1 Time is of the Essence

In all instances where Tenant is required by the terms and provisions of this Lease to pay any sum or to do any act at a particular time or within an indicated period, it is understood and agreed that time is of the essence.

19.2 Waiver of Jury Trial

Landlord and Tenant hereby agree that each of them shall waive trial by jury in any action, proceeding or counterclaims brought by either Landlord or Tenant against the other. This waiver applies to any matters whatsoever arising out of or in any way connected with this Lease, or the relationship of Landlord and Tenant, or Tenant's use of the Premises, or any emergency statute, or any remedy authorized by statue.

19.3 Successors

Except as otherwise specifically provided, the terms, covenants, and conditions, contained in this Lease shall apply to and bind the heirs, successors, executors, administrators, and permitted assignees of the parties to this Lease.

19.4 Joint and Several Liability

If there is more than one Tenant, the obligations imposed by this Lease upon Tenant shall be joint and several.

19.5 Entire Agreement - Captions

This Lease contains the entire agreement of the parties. No representations, promises, or agreements oral or otherwise between the parties not contained in this Lease shall be of any force and effect. Neither this Lease nor any provisions hereof may be changed, waived, discharged, or terminated except in writing executed by Landlord and Tenant. The captions for Lease sections are for convenience only and shall have no effect upon the construction or interpretation of any part of this Lease.

19.6 Severability

The illegality, invalidity or unenforceability of any term, condition, or provision of the Lease shall in no way impair or invalidate any other term, condition, or provision of the Lease. All such other terms, conditions, and provisions shall remain in full force and effect.

19.7 Brokerage Commission

Tenant and Landlord each represents and warrants that it has dealt with no broker, agent or finder in account of this Lease. Tenant agrees to defend, indemnify, and hold harmless Landlord from and against any and all claims, damages, and costs, including attorneys' fees, in connection with any claim for brokerage, finder's, or similar fees, or compensation related to this Lease, which may be made or alleged as a result of acts or omissions of that party.

19.8 Authorization to Sign Lease

If Tenant is a corporation, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's bylaws or a duly adopted resolution of Tenant's Board of Directors, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease, deliver to Landlord upon its request, a certified copy of such bylaws or the resolution of its Board of Directors authorizing the execution of the Lease. If Tenant is a partnership or trust, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with the terms of the partnership or trust agreement, respectively, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease deliver to Landlord, upon its request, such certificates or written assurances from the partnership or trust as Landlord may request authorizing the execution of the Lease. If Tenant is a limited liability company, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's Operating Agreement and that the Lease is binding upon Tenant in accordance with its terms.

19.9 Governing Law and Venue

This Lease shall be governed by, construed and enforced in accordance with the laws of the State of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the state district court of Latah County, Idaho.

19.10 Force Majeure

Time periods for Landlord's performance under this Lease, including services to be furnished by Landlord as provided for in this Lease, shall be extended for periods of time during which Landlord's performance is prevented due to circumstances beyond Landlord's control. This would include, without limitation, strikes, embargoes, repairs, alterations, governmental action, acts of God, war, or other strife. Landlord shall not be liable for any costs or damages incurred by Tenant due to such circumstances. Suspension or interruption of any services provided by Landlord shall not result in any abatement of rent, be deemed an eviction, or relieve Tenant of any obligation under this Lease

19.11 Recordation

This Lease or memorandum hereof, shall not be recorded by Tenant.

19.12 Binding Effect

Submission of this instrument for examination or signature by Tenant does not constitute an offer to lease, or a reservation of or option for a lease, and it is not effective as a lease or otherwise until execution and delivery by both Landlord and Tenant.

19.13 Building Regulations

Tenant shall obey all written rules and regulations of the Facility as imposed by Landlord from time to time so long as such rules and regulations are necessary for the safety of persons at the Facility, the protection of the Facility from damage, the preservation of the professional business incubator setting, and they do not unreasonably affect Tenant's permitted use of the Premises. Any rules and regulations are in addition to and shall not be construed to modify or amend this Lease in any way. Landlord shall not be liable for failure of any other tenant to obey such rules and regulations. Failure by Landlord to enforce any current or subsequent rules or regulations against any tenant of the Facility shall not constitute a waiver thereof.

19.14 Relationship of Parties

Nothing contained in this Lease shall be construed as creating the relationship of principal or agent, partnership or joint venture. Neither the method of setting monthly rent rates, nor any provision of this Lease, or any act of the parties shall be deemed to create any relationship other than that of landlord and tenant.

19.15 Equal Opportunity

Each party agrees not to discriminate against any employee or applicant for employment in the performance of this Lease with respect to tenure, terms, conditions, or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. Breach of this covenant may be regarded as a material breach of this Lease.

19.16 Non-use of Names and Trademarks

No party to this Lease shall, without written consent in each case from the other party, use any name, trade name, trademark, or other designation of any other party hereto (including contraction, abbreviation, or simulation) in advertising, publicity, promotional, or similar activities or context.

IN WITNESS WHEREOF, Landlord and Tenant have respectively executed this Lease on
the day and year below.

LANDLORD: Board of Regents of the University of Idaho, a body politic and corporate organized and existing under the laws of the State of Idaho	TENANT: Sun Tropics, Inc. a California corporation, authorized to conduct business in the State of Idaho
By _____	By _____
Name _____	Name _____
Its _____	Its _____
Date of Landlord's signature_____	

Exhibit List

Exhibit A: Floor Plan of Building Showing Premises Leased

Exhibit B: List of Improvements or Acknowledgement of Acceptance

Exhibit C: Base Year Operating Expense

EXIBIT A LEASED PREMISES

University of Idaho
Research Park

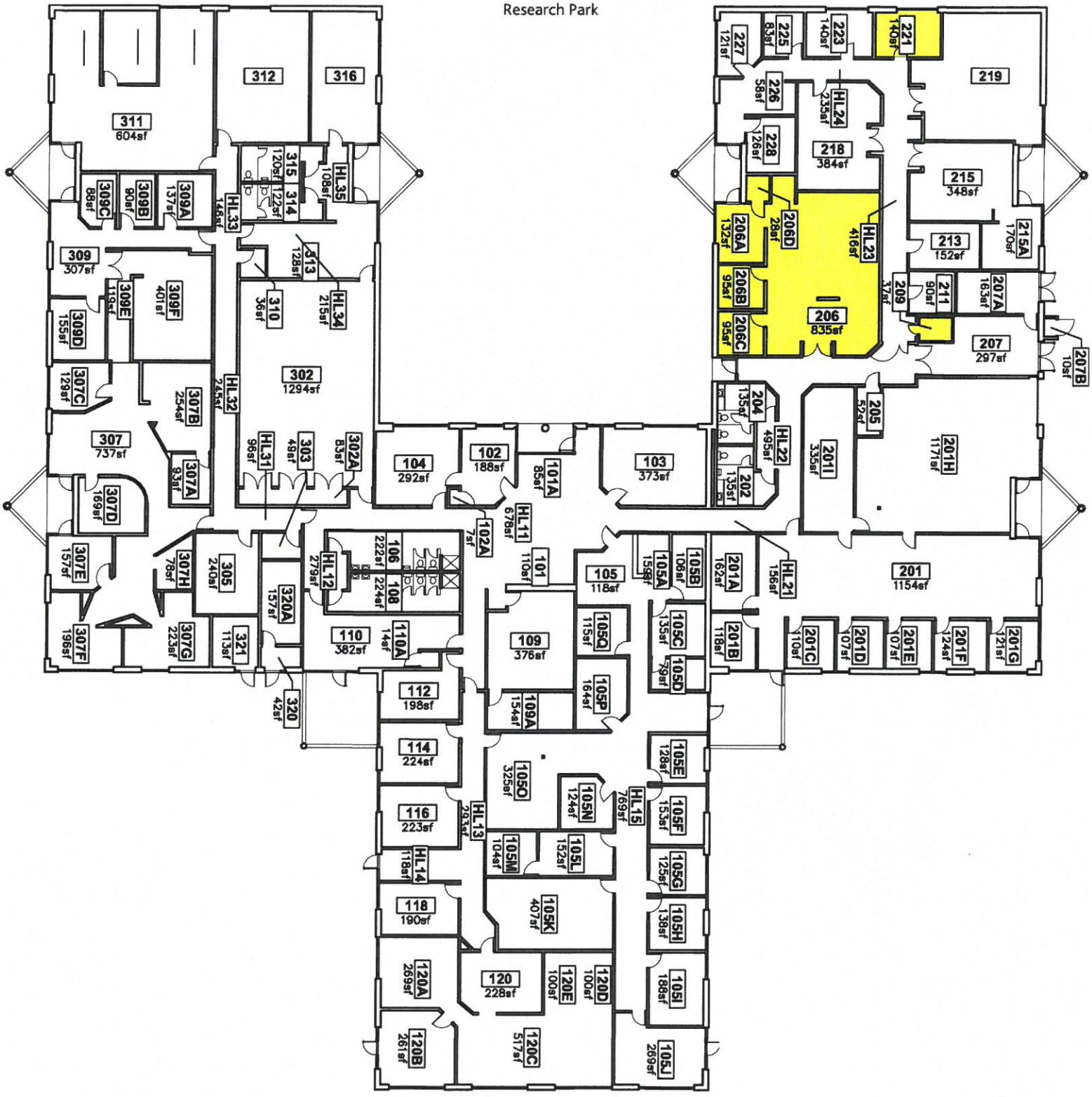

EXHIBIT B ACCEPTANCE OF PREMISES

No improvements to Premises or Facility necessary.

EXIBIT C BASE YEAR OPRATING EXPENSE

Recoverable Expenses/sf/yr

Management Fees	$4.16
Utilities/Municipal Services	$3.75
Repair & Maintenance Service Contracts	$4.25
Operations/Supplies/Repair/Maintenance	$4.76
Total Recoverable Expenses	**$16.92**

BOISE STATE UNIVERSITY

SUBJECT

Online Program Fee - Generative AI in Education Graduate Certificate

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University is requesting an online program fee for the new, fully online Generative AI in Education graduate certificate program.

The certificate is designed to equip educators with the knowledge and skills needed to effectively implement Generative AI in educational settings. This program provides students with the following:

- Knowledge and skills to effectively integrate Generative AI into their teaching practices;
- Knowledge and understanding of principles, applications, and ethical aspects of Generative AI in educational contexts; and
- Decision-making framework and innovative instructional integration in education practice.

IMPACT

Graduates of this program are equipped to effectively utilize AI in their daily teaching practices to enhance student learning outcomes. The program's size will be scaled to demand, with new instructional costs anticipated at the 31-student threshold.

The $478 per credit cost for the fully online certificate aligns with the majority of Boise State University's graduate online programs. The total cost for the certificate program will be $4,302 (9 credits at $478 per credit).

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Boise State University requests approval to assess an online program fee of $478 per credit for their existing online Generative AI Education graduate certificate program. In accordance with Board Policy V.R.3.b.ii, institutions may charge an institutional online program fee for any fully online undergraduate, graduate, and certificate program. An online program is defined in this subsection "as one in which all courses are offered and delivered via distance learning modalities, provided however, that the limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound". Additionally, "an online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33- 3717B) and all other Board approved fees".

Boise State's request to assess an online program fee of $478 per credit for the Graduate Certificate in Generative AI Education aligns with criteria as defined in Board Policy V.R.3.b.ii.

Board Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer the graduate certificate in Generative AI in Education, an existing fully online certificate, utilizing the online program fee model. The certificate program will charge an online program fee of $478 per credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Higher Education Research Council (HERC) Committee Reappointment

REFERENCE

August 2014	Board appointed Dr. Kelly Beierschmitt to the Higher Education Research Council as the INL representative, replacing Dr. Hill.
October 2014	Board appointed Ms. Robin Woods and re-appointed Dr. Haven Baker to the Higher Education Research Council for a three (3) year term.
August 2016	Board re-appointed Mr. Bill Canon to the Higher Education Research Council for a term expiring June 30, 2019.
October 2018	Board re-appointed Dr. Haven Baker and Ms. Robin Woods as non-institutional representatives for terms expiring June 30, 2020, and approved the appointment of Dr. Todd E. Combs as the INL representative.
June 29, 2020	Board appointed Ms. Heather Messenger and Ms. Eileen Barber as non-institutional representatives for terms expiring on June 30, 2023, and approve the appointment of Dr. Marianne Walck as the INL representative.
December 2021	Board appointed Mr. Doug Sayer as a non-institutional representative for a term expiring on June 30, 2024.
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 E. Combs as the INL Representative.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy (Board Policy III.W.) and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Board policy. HERC also provides direction for and oversees the use of research funding provided to the Board by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the state.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-

Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics. The Board shall appoint the three non-institutional representatives. The appointments of the representative of INL shall be subject to approval of the Board. HERC appointments for non-institutional representatives are appointed for staggered three-year terms.

Per the HERC By-laws, adopted in May 2023, the Executive Committee of the Council reviews and makes recommendations to the full Council regarding appointment/reappointment of non-institutional representatives. Doug Sayer was first appointed to the Council in December 2021, with term expiring on December 31, 2024. Doug has expressed interest in reappointment, and the Executive Committee has recommended that he be reappointed for a second term, expiring June 30, 2027.

Doug Sayer is the Chief Business Officer and Co-Founder of Premier Technology, Inc. He is a resident of Pocatello, Idaho and has been an advocate for higher education in various ways over the last 25 years. He has served on several boards that interact with education at the state level and at the academic level, including the Idaho Science and Technology Council, Idaho's Workforce Development Council, the Idaho Innovation Council (Chairman), the IGEM Council (Chairman), the Regional Economic Development Foundation, and The Idaho Governor's Cup (Chairman).

ATTACHMENTS

Attachment 1 – Current HERC Membership

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to reappoint Doug Sayer as a non-institutional representative to the Higher Education Research Council, for a three-year term expiring on June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

HIGHER EDUCATION RESEARCH COUNCIL
December 2024

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

Ms. Eileen Barber (06/23-06/26)
Non-institutional representative
Co-Founder
Keynetics

Dr. Grace Anderson
Vice President for Institutional Research & Effectiveness
Lewis-Clark State College

Ms. Heather Messenger (06/23-06/26)
Non-institutional representative
Executive
PPD Biotech

Dr. Christopher Nomura
Vice President for Research & Economic Development
University of Idaho

Mr. Douglas Sayer (12/24-06/27)
Non-institutional representative
President
Premier Technology

Board Staff Support
Dr. TJ Bliss
Chief Academic Officer

Mr. John Thomas
HERC Program Manager

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

April 2019	Board approved SDE recommendations for processing emergency provisional certificates.
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
August 2021	Board approved SDE revised emergency provisional certificate process
October 2022	Board approved 76 provisional certificates for the 2022-2023 school year.
December 2022	Board approved 87 provisional certificates for the 2022-2023 school year.
February 2023	Board approved 31 provisional certificates for the 2022-2023 school year.
April 2023	Board approved 14 provisional certificates for the 2022-2023 school year.
June 2023	Board approved four (4) certificates for the 2022-2023 school year.
October 2023	Board approved 16 provisional certificates for the 2023-2024 school year. Board approved procedures for processing emergency provisional certificates.
December 2023	Board approved 117 provisional certificates for the 2023-2024 school year.
February 2024	Board approved 26 provisional certificates for the 2023-2024 school year.
April 2024	Board approved 10 provisional certificates for the 2023-2024 school year.
June 2024	Board approved three (3) provisional certificates for the 2023-2024 school year.
August 2024	No applications were received.
October 2024	Board approved 11 provisional certificates for the 2024-2025 school year.

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 in as a teacher, supervisor, administrator, education specialist, school nurse or school librarian hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Section 33-1203, Idaho Code allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two years of

college training and an emergency has been declared. This section of code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

DISCUSSION

The Department of Education received 28 complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) by October 31, 2024.

The Certification Department of the Idaho Department of Education reviewed each candidate's full application. Each candidate presented below, requesting Instructional certificate(s)/endorsement(s), has completed at least two years of college training, making them eligible for emergency provisional certificate consideration. Each LEA has declared a hiring emergency, summarized the hiring efforts, and attested to the candidate's ability to fill the position.

The Idaho Department of Education is requesting authorization to issue provisional certificates as presented below.

St. Maries Joint School District #041

1. **Applicant Name:** Alyssa Daniel
   Certificate: Provisional
   Endorsement(s): English (6-12)
   College Training: 103 credits
   Declared Emergency Date: 9/16/2024
   Hire/Assignment Date: 6/12/2023
   Summary of Recruitment Efforts: Second provisional application. The school district posted for the position in late Spring of 2023. The HS received one applicant who was interviewed and hired. The four principals and superintendent attended multiple career fairs trying to recruit staff. Calls were made to the attendees of the career fairs, but only received the one applicant.

Blaine County School District #061

2. **Applicant Name:** Karsyn Gerringa
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 81 credits
   Declared Emergency Date: 8/13/2024
   Hire/Assignment Date: 8/20/2024
   Summary of Recruitment Efforts: Second provisional application. The school opened position in April of 2024. Multiple job platforms and the local newspaper were used to recruit for the position. Notification emails were sent, reaching around 4,500 potential candidates. Only six applicants were received; two

candidates withdrew, three took positions within the district. The current educator will not be eligible to student teach until fall of 2025.

Garden Valley School District #071

3. **Applicant Name:** Shannon Hugi
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 48 credits
   Declared Emergency Date: 7/13/2024
   Hire/Assignment Date: 8/12/2024
   Summary of Recruitment Efforts: Positions that were open posted on the district website and EdJobsIdaho. Since opening at the end of the 23-24 SY. Efforts were also made to recruit in person.

4. Applicant Name: Heather Jenkins
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 61 credits
   Declared Emergency Date: 7/13/2024
   Hire/Assignment Date: 8/12/2024
   Summary of Recruitment Efforts: Positions that were open posted on the district website and EdJobsIdaho since opening at the end of the 23-24 SY. Efforts were also made to recruit in person.

West Bonner County School District #083

5. **Applicant Name:** Alex Figueroa-Zepeda
   Certificate: Provisional
   Endorsement(s): Physical Education (K-12)
   College Training: AA with BA anticipated of being complete by June 2025
   Declared Emergency Date: 9/18/2024
   Hire/Assignment Date: 8/27/2024
   Summary of Recruitment Efforts: Second provisional application. On 8/13, the PE/Health position was posted until 8/23 and moved to until filled. It was posted on the district's hiring platform as well as EdJobsIdaho. Three applications were received. The credentialed applicant who applied was offered the Social Studies position. The current candidate is the remaining candidate. School was starting within a week and the board hired Alex for the position. The emergency was declared on 9/18. Alex is currently working towards his BA degree.

Wilder School District #133

6. **Applicant Name:** Eric Lopez
   Certificate: Provisional
   Endorsement(s): Health (K-12); Physical Education (K-12)
   College Training: 179 credits (working towards BA)
   Declared Emergency Date: 10/8/2024
   Hire/Assignment Date: 8/1/2024
   Summary of Recruitment Efforts: The school district advertised the PE/Health position; however, the school did not receive any applicants other than Mr. Lopez,

who has been a valuable asset to the school, and is in the process of finishing his degree. It was anticipated his degree would be completed by the beginning of the school year; extenuating circumstances have pushed his graduation to Spring of 2025.

Cassia County Joint School District #151

7. **Applicant Name:** Halle Cooper
   Certificate: Provisional
   Endorsement(s): All Subjects
   College Training: AA
   Declared Emergency Date: 10/21/2024
   Hire/Assignment Date: March 2023
   Summary of Recruitment Efforts: Second provisional application. School posted it on its district website. She anticipates having her degree in July 2025.

8. Applicant Name: Samantha Evans
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 61 credits
   Declared Emergency Date:
   Hire/Assignment Date: 7/31/2024
   Summary of Recruitment Efforts: At the conclusion of the 23-24 SY, a position for a 6th grade teacher became available at Raft River Elementary. Due to the rural nature of the school, it is very difficult to hire and retain high quality long-term staff members. Based on the availability of applicants and the needs of the school at the time, Samantha was the best fit for the position. She has worked for the school in a variety of capacities successfully, collaborated well with staff, is a valuable asset to the school, and is a local resident of the community with plans to stay long term. Because of these circumstances, she was offered the position.

Emmett Independent School District #221

9. **Applicant Name:** Megan Deluca
   Certificate: Provisional
   Endorsement(s): Natural Science (6-12); Biological Science (6-12)
   College Training: BA in History
   Declared Emergency Date: 8/12/2024
   Hire/Assignment Date: 9/9/2024
   Summary of Recruitment Efforts: The job was posted through district email, the school district and state websites, and through phone calls and educator recruitment.

10. Applicant Name: Gonzalo Valdez Blanco
    Certificate: Provisional
    Endorsement(s): Communications (6-12)
    College Training: 80 credits
    Declared Emergency Date: 8/12/2024
    Hire/Assignment Date: 8/7/2024

Summary of Recruitment Efforts: The job was posted last summer and advertised through district email, the school district and state websites, and through phone calls and educator recruitment. Two applicants applied. One applicant did not have a background in communications. The school went with the best candidate.

Gooding Joint School District #231

11. **Applicant Name:** Sonia Romero-Gomez
Certificate: Provisional
Endorsement(s): Bilingual Education (K-12)
College Training: AA (currently enrolled with ISU)
Declared Emergency Date: 9/18/2024
Hire/Assignment Date: 8/9/2024
Summary of Recruitment Efforts: The position was posted on the front page of the district website as well as EdJobsIdaho. Sonia was the only candidate who applied. She is currently enrolled at ISU earning her ELL endorsement. The position had been open since June.

Wendell School District #232

12. **Applicant Name:** Tia Standlee
Certificate: Provisional
Endorsement(s): Health 6-12; Physical Education 6-12; Biological Science 6-12
College Training: AA
Declared Emergency Date: 9/17/2024
Hire/Assignment Date: 4/1/2023
Summary of Recruitment Efforts: Second Emergency Provisional. The district needed to fill these positions. Only one application was received.

13. Applicant Name: Angela Villasenor Murillo
Certificate: Provisional
Endorsement(s): World Language Spanish 6-12; English as a Second Language K-12
College Training: AA
Declared Emergency Date: 9/18/2024
Hire/Assignment Date: 6/18/2024
Summary of Recruitment Efforts: School needed and ESL and Spanish teacher for the 24-25 SY. Only one application was received.

Jerome Joint School District #261

14. **Applicant Name:** James Davis
Certificate: Provisional
Endorsement(s): Social Studies (6-12)
College Training: 102
Declared Emergency Date: 8/6/2024
Hire/Assignment Date: 8/12/2024
Summary of Recruitment Efforts: James was hired 8/12/ for the 24-25 SY. It was first advertised through Fast Track on February 20th and then advertised on the district website. A certified person was hired but declined to accept the position and notified the school on July 7th. The position was reposted, but only

three applicants responded. One applicant had a BA but did not complete the application completely. One applicant did not have the required credits. The third was the closest to finishing their degree.

15. Applicant Name: Morgan Durham
    Certificate: Provisional
    Endorsement(s): Physical Education (K-12)
    College Training: 59 credits
    Declared Emergency Date: 7/23/2024
    Hire/Assignment Date: 8/12/2024
    Summary of Recruitment Efforts: Morgan was hired 8/12/ for the 24-25 SY. During the recruitment season, it was evident that there was a lack of qualified teacher applicants for this position. Many hours were spent recruiting applicants. It was first advertised through Fast Track and then advertised on the district website. The school attended multiple educator career fairs. They did receive six applications, but one applicant did not have the required minimum credit requirement, one applicant took a science position, one was out of state, and two applicants did not have a BA degree. Morgan was the best fit.

16. Applicant Name: KelliSue Montague
    Certificate: Provisional
    Endorsement(s): All Subjects K-8
    College Training: AA
    Declared Emergency Date: 9/24/2024
    Hire/Assignment Date: 9/16/2024
    Summary of Recruitment Efforts: This position was initially opened in April of 2024, along with three other ELA positions to fill at Jerome Middle School. A certified person began the year, taught for one week and notified the principal on September 4th of their resignation. The position was reposted with one applicant applying. She's enrolled in a program, but is not eligible for an Alternative Authorization.

17. Applicant Name: Francisca Peralta
    Certificate: Provisional
    Endorsement(s): All Subjects K-8
    College Training: AA
    Declared Emergency Date: 7/23/2024
    Hire/Assignment Date: 8/12/2024
    Summary of Recruitment Efforts: This position was initially opened in October of 2023. Five applications were received. One applicant did not realize this was for a Spanish speaking position. Three did not have their BA degrees. The school interviewed two applicants. One accepted a kindergarten position. The second applicant is currently enrolled in a certification program, but not eligible for an Alternative Authorization.

Richfield School District #316

18. **Applicant Name:** Tasha Newey
    Certificate: Provisional

Endorsement(s): All Subjects K-8
College Training: 89 credits
Declared Emergency Date: 8/1/2024
Hire/Assignment Date: 8/1/2024
Summary of Recruitment Efforts: The school began advertising open elementary positions in May of 2024 on the school website, and on the State provided online recruitment site. Three applications were received. One position was able to be filled in June. This hire then took a job in another district in July. One additional application was received from a certified individual and was hired for their 4th grade opening. The remaining two non-certified applicants were hired for the 6th grade and secondary ELA opening.

Minidoka County School District #331

19. **Applicant Name:** Khali Vandever
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: 66 credits
Declared Emergency Date: 8/26/2024
Hire/Assignment Date: 8/28/2024
Summary of Recruitment Efforts: Second Emergency Provisional. The job was posted on the district website and on external employment boards. There was only applicant for the position. The school interviewed the current candidate and hired her on August 28, 2024. She is not eligible to student teach until fall of 2025.

20. Applicant Name: April Zepeda Diaz
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: AA
Declared Emergency Date: 10/21/2024
Hire/Assignment Date: 8/6/2024
Summary of Recruitment Efforts: The position was posted June through August 2024 on the district website and external employment boards. The school received six applications for the Migrant preschool position, none were certified. The current candidate is enrolled in a program with an anticipated student teaching date of Fall 2025.

Twin Falls School District #411

21. **Applicant Name:** Kaziah Essex
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: 53 credits
Declared Emergency Date: 9/9/2024
Hire/Assignment Date: 8/19/2024
Summary of Recruitment Efforts: Twin Falls SD has hired over 25 teachers but still needs to hire more. At this time, they feel that they cannot find a certified or qualified teacher. They are requesting an Emergency to fill the spot. They had five applicants and interviewed two candidates.

22. Applicant Name: Dusty Futrell
    Certificate: Provisional
    Endorsement(s): English as a Second Language (K-12)
    College Training: AA - currently in progress towards obtaining BA
    Declared Emergency Date: 9/9/2024
    Hire/Assignment Date: 8/19/2024
    Summary of Recruitment Efforts: Second Emergency Provisional application. Twin Falls SD has had 10 ESL positions open. Of those 10, only five have been filled with fully certified educators. At this time, they feel that they cannot find a certified or qualified teacher. They are requesting a second emergency.

23. Applicant Name: Jennifer Kyle Green
    Certificate: Provisional
    Endorsement(s): Social Studies (6-12)
    College Training: 77 credits
    Declared Emergency Date: 9/9/2024
    Hire/Assignment Date: 8/19/2024
    Summary of Recruitment Efforts: Twin Falls SD has hired over 29 teachers but still need to hire more. At this time, they feel that they cannot find a certified or qualified teacher. They are requesting an Emergency to fill the position. They had 11 applications and interviewed four candidates.

24. Applicant Name: Alisa Radmall
    Certificate: Provisional
    Endorsement(s): All Subjects K-8
    College Training: 52 credits
    Declared Emergency Date: 8/12/2024
    Hire/Assignment Date: 8/1/2024
    Summary of Recruitment Efforts: Twin Falls SD has hired over 25 teachers but still needs to hire more. At this time, they feel that they cannot find a certified or qualified teacher. They are requesting an Emergency to fill the spot. They had 14 applications and interviewed two candidates.

25. Applicant Name: Tanya Tamayo
    Certificate: Provisional
    Endorsement(s): All Subjects K-8
    College Training: 87 credits
    Declared Emergency Date: 9/25/2024
    Hire/Assignment Date: 8/29/2024
    Summary of Recruitment Efforts: Twin Falls SD has hired over 31 elementary teachers but still need to hire more. At this time, they feel that they cannot find a certified or qualified teacher. They are requesting an Emergency to fill the position. They had two applications and interviewed one candidate.

Filer School District #413

26. **Applicant Name:** Allix Rodig
    Certificate: Provisional

Endorsement(s): All Subjects K-8
College Training: AA
Declared Emergency Date: 9/1/2024
Hire/Assignment Date: 9/9/2024
Summary of Recruitment Efforts: Second Provisional. Allix will not begin student teaching until Fall of 2025, making her ineligible for an Alternative Authorization. The school opened the position after realizing the 3rd grade teacher was not certified. They interviewed three candidates of which none held a certificate. Allix is currently enrolled in a certification program.

The Academy, INC. #460

27. **Applicant Name:** Cynthia Connelly
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: 79 credits
Declared Emergency Date: 9/18/2024
Hire/Assignment Date: 8/1/2024
Summary of Recruitment Efforts: Second provisional application. The school posted the position on the school website, boosted social media and through SchoolSpring. They did not receive any applications for the math teacher position. This candidate taught in the previous year and has made progress towards her bachelor's degree. She is scheduled to finish her BA this year and plans to enroll with ABCTE.

Alturas International Academy #495

28. **Applicant Name:** Madison Popwell
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: 93 credits
Declared Emergency Date: 11/14/2024
Hire/Assignment Date:11/14/2024
Summary of Recruitment Efforts: Madison is replacing a teacher that was let go. Does not currently qualify for an Alternative Authorization.

IMPACT

If the Board approves the request, the Idaho Department of Education will be authorized to issue emergency provisional certificates to the qualifying candidates. An emergency provisional certificate is effective for one (1) year. No financial penalties will be assessed to the LEA while an emergency provisional certificate is in effect.

If the Board does not approve the request, the Idaho Department of Education will not be authorized to issue the requested emergency provisional certificates. The school district would be required to pursue other hiring options and may face financial impact.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff verified that each candidate has completed at least two years of college training and that the school district declared a hiring emergency. All candidates have been hired by

a local education agency as teachers for the 2024-2025 school year. Candidates that have already completed a Baccalaureate degree or higher are not eligible to apply through another pathway.

Staff recommends that the Board authorize the Idaho Department of Education to issue one-year provisional certificates for candidates 1-28 as presented above.

BOARD ACTION

I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-28 as presented above, effective for the 2024-2025 school year only, and pending a cleared background check.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

TAB	DESCRIPTION	ACTION
1	**REQUEST TO ACCEPT THE FY2024 COLLEGE/UNIVERSITY AUDIT FINDINGS REPORT AS PREPARED BY EXTERNAL AUDITOR CLIFTONLARSENALLEN, LLP**	Action Item
2	**BOISE STATE UNIVERSITY - AUTHORIZATION FOR ISSUANCE OF 2025A GENERAL REVENUE PROJECT AND REFUNDING BONDS**	Action Item
3	**IDAHO STATE UNIVERSITY – MAGNUSON ALUMNI HOUSE SALE**	Action Item
4	**IDAHO STATE UNIVERSITY – CAMPUS MASTER PLAN UPDATE**	Action Item
5	**UNIVERSITY OF IDAHO - INTERIM FINANCING FOR HOUSING PROJECT**	Action Item
6	**UNIVERSITY OF IDAHO – RESTRUCTURING OF STRATEGIC INITIATIVES FUND**	Action Item

SUBJECT

Request to accept the FY2024 College/University audit findings report as prepared by external auditor CliftonLarsenAllen, LLP

REFERENCE

December 2018	Board accepted the College/University FY2018 financial audit report submitted by Moss Adams, LLP
December 2019	Board accepted the College/University FY2019 financial audit report submitted by Moss Adams, LLP
December 2020	Board accepted the College/University FY2020 financial audit report submitted by Moss Adams, LLP
December 2021	Board accepted the College/University FY2021 financial audit report submitted by CliftonLarsenAllen, LLP

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.H.4.f.

BACKGROUND/DISCUSSION

The Idaho State Board of Education (Board) is in contract with CliftonLarsonAllen LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College.

The financial audits for FY2024 were conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements prepared by each of the four institutions.

IMPACT

There were no material weaknesses or significant deficiencies for any of the four institutions for the financial statements, however there were material weaknesses and significant deficiencies found in the federal awards, mostly pertaining to student financial aid. All institutions received unmodified opinions from CLA that their respective financial statements present a true and fair reflection on their financial statements and compliance for major federal programs.

ATTACHMENTS

Attachment 1 - CliftonLarsonAllen, LLP Audit Results Report
Attachment 2 - Boise State University Schedule of Findings/Questioned Costs
Attachment 3 - Idaho State University Schedule of Findings/Questioned Costs
Attachment 4 - University of Idaho Schedule of Findings/Questioned Costs
Attachment 5 - Lewis-Clark State College Schedule of Findings/Questioned Costs

STAFF COMMENTS AND RECOMMENDATIONS

On November 6, 2024, CliftonLarsonAllen (CLA) staff reviewed their audit findings with members of the Audit, Risk and Compliance Committee and Board staff. This was followed by presentations by senior managers from the college and universities on their financial statements.

Staff recommends approval.

BOARD ACTION

I move to accept the FY2024 College and University audit findings report prepared by CliftonLarsenAllen, LLP as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

We'll get you there.
CPAs | CONSULTANTS | WEALTH ADVISORS

Idaho Office of State Board of Education

Audit Exit Presentation

Year ended June 30, 2024

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Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.

Agenda

- Introductions
- Scope of Engagements
- Responsibilities under GAAS
- Unique Audit Items
- Results of the Financial Statement Audits and Single Audits
- Required Communications
- Industry insights and emerging issues
- Thought leadership and upcoming webinars

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Idaho
OSBE

Boise State University
- Jean Bushong
- Dominic Fabrizio

Idaho State University
- Chris Suda
- Tim Richter

University of Idaho
- Caroline Wright
- Sarah Tiau

Lewis-Clark State College
- Caroline Wright
- Sarah Tiau

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Audit Scope

Financial Statement Audits

Single Audits

NCAA Agreed Upon Procedures

BSU
ISU
UI

BSU Public Radio Audit and CPB Filing

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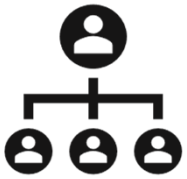
Responsibilities Under US Generally Accepted Auditing Standards (GAAS)

Opinion: Financial statements in conformity with U.S. GAAP in all material respects.

Reasonable assurance free from material misstatement; not absolute

Risk-based audit: What is the risk of material error due to error, fraud, or noncompliance?



Our audit does not relieve management of its responsibilities.

Opinion is not over internal controls; opinion is over financial statements

Customized. Risk-based. Performed by Industry Professionals.

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Emerging Issues

SIGNIFICANT AUDIT CHANGES

What changed

Auditing standards (SAS 143-145) were modernized for evolving business environment

Effective for 2023 year-end audits

New requirements

Enhanced risk assessment and understanding of estimates

Deeper IT understanding; more inquiries; data requests and testing

Audit impact

More time evaluating controls; more use of IT specialists

Potential for additional recommendations

Greater impact on complex IT systems

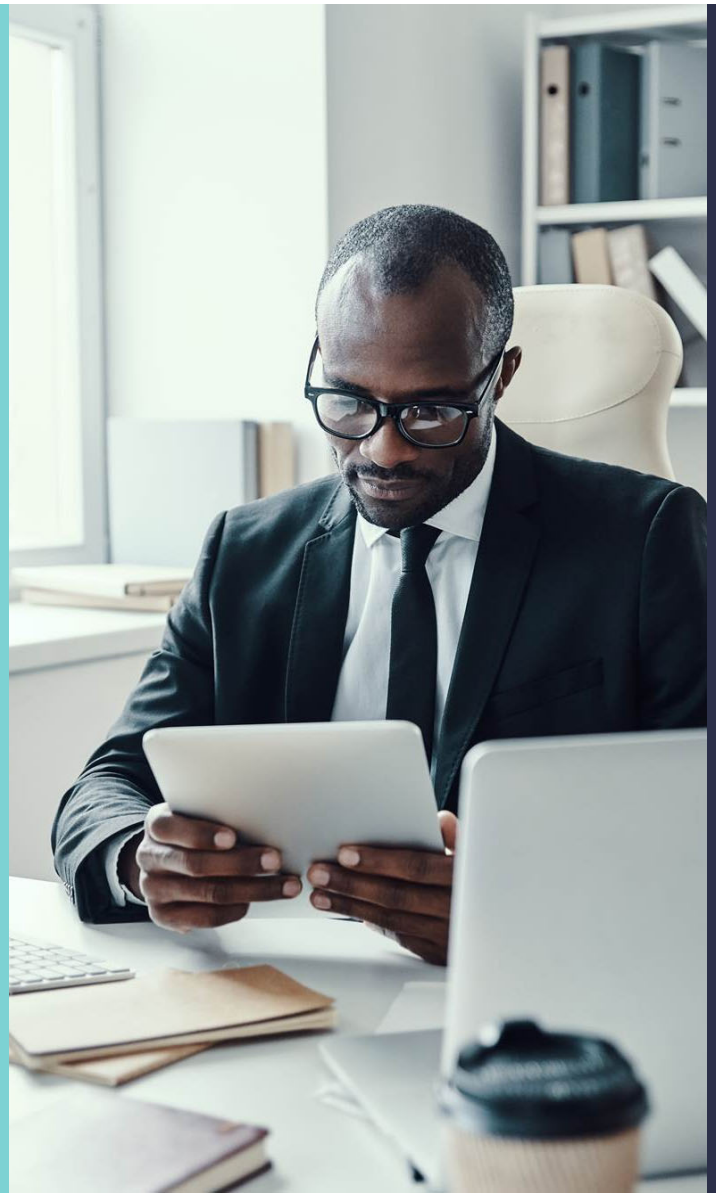
AUDIT OPINIONS

Financial statement

Financial statement audit opinions – all are **unmodified**.

Federal awards

Federal awards audit opinions – all are **unmodified**.



AUDIT RESULTS

Financial statement

No material weaknesses noted.
No significant deficiencies noted.
Some observations noted.

Federal awards

No material weaknesses noted.
Some significant deficiencies noted.

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Financial Statement Audit Results

Boise State University

Unmodified Opinion

Audit Adjustments - None

Deficiencies – None

Passed Audit Adjustments - None

Verbal IT Observations/Best Practices

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Financial Statement Audit Results

Idaho State University

Unmodified Opinion

Audit Adjustments - None

Material Weaknesses or Significant Deficiencies – None

Passed Audit Adjustments - None

Management Letter Comment: IT Terminated User

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Financial Statement Audit Results

University of Idaho

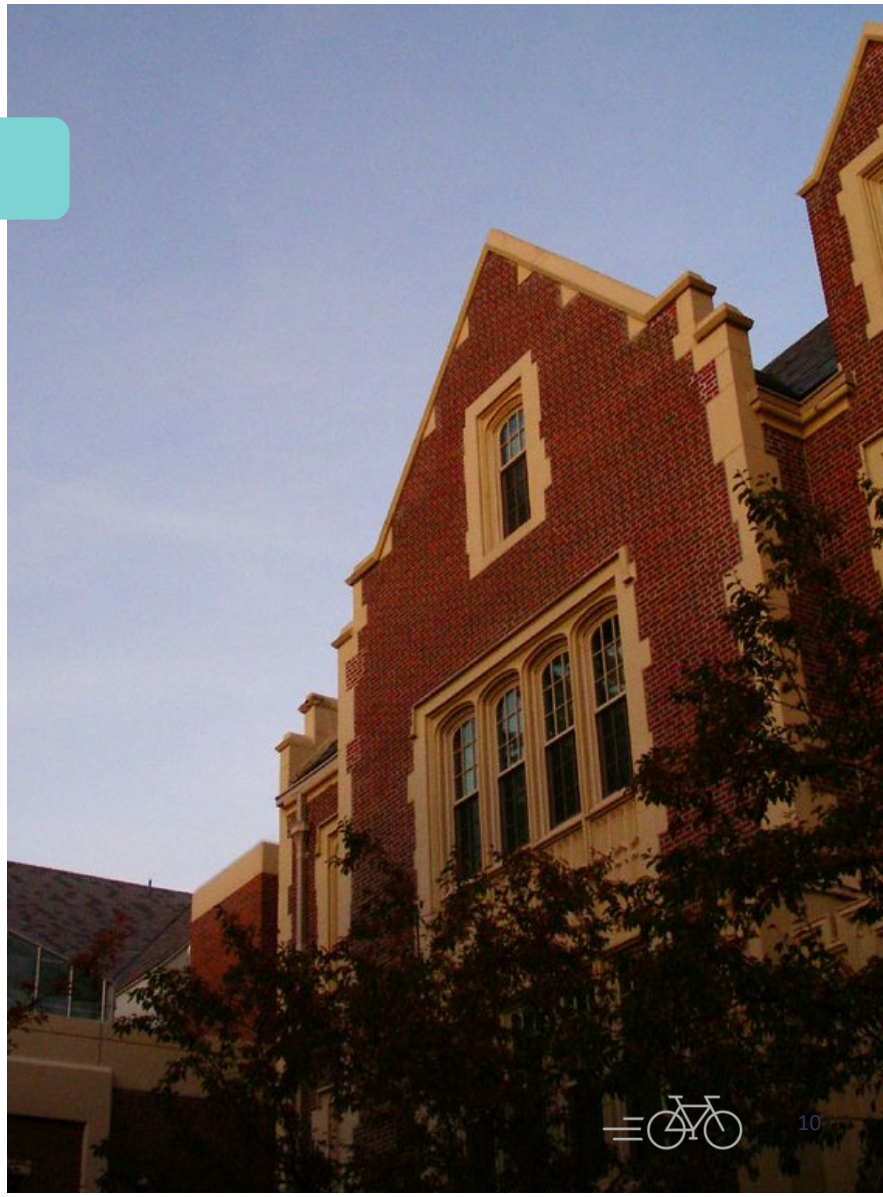
Unmodified Opinion

Audit Adj – 1) Correct reconciling items - $2.7 million and 2) Reclass $5 million payment from reduction of expense to revenue

Material Weaknesses or Significant Deficiencies – None

Passed Audit Adjustments – Correct PY CIP error through CY activity of $1.1 million

Management Letter Comment: Bank Reconciliation Process/ Unreconciled Items



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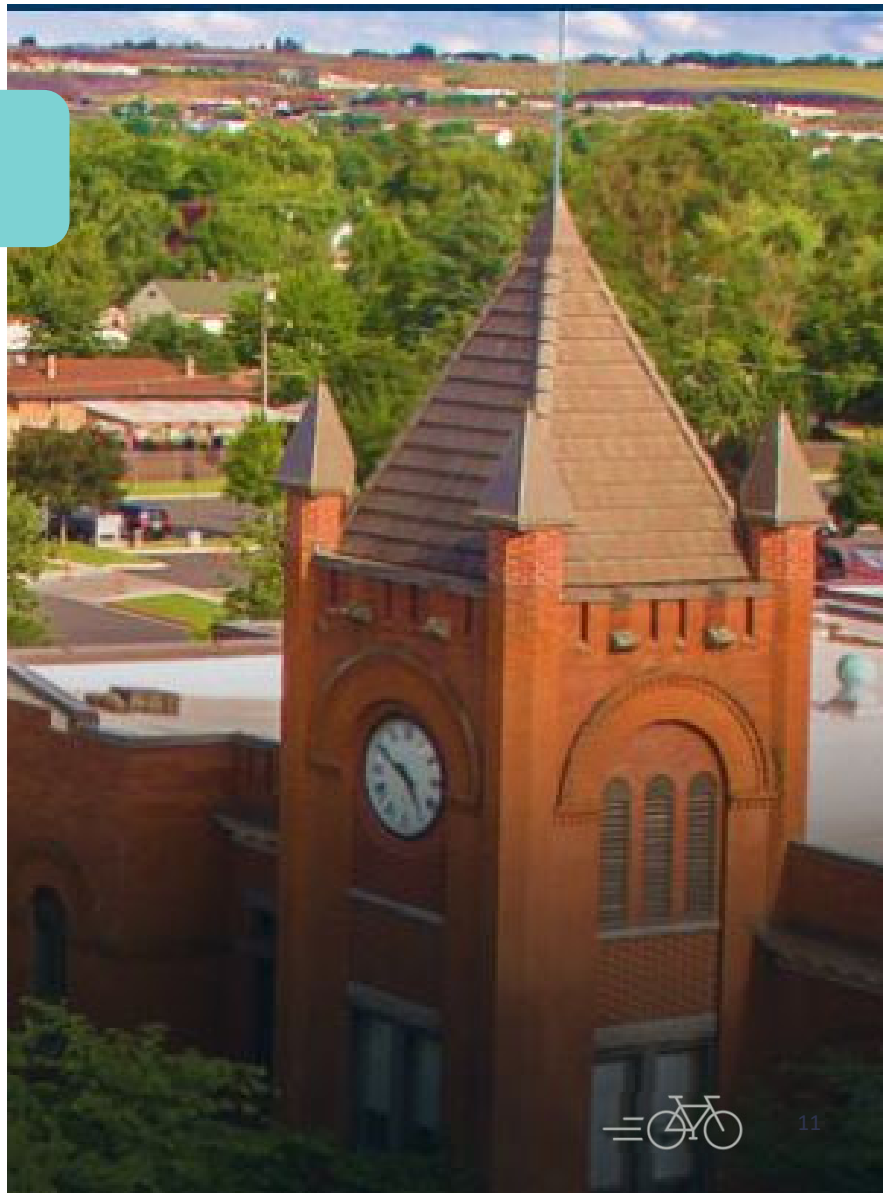
Financial Statement Audit Results

Lewis-Clark State College



Unmodified Opinion

Audit Adjustments - None

Material Weaknesses or Significant Deficiencies – None

Passed Audit Adjustments –1) GASB 84 impact - $116k, 2) Correct capital asset errors = $540k

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University

Single Audit Results

NSLDS Reporting

- 8 out of 40 program effective dates did not match institutional records

Return of Title IV

- One out of 40 tested returned untimely

Eligibility

- One student awarded $1,879 in Pell but was not eligible

Disalllowed Costs

- $65k in disallowed time, effort, and lobbying costs (identified by University)

University

Single Audit Results

Cash Management

- Three subrecipient payments not made within 30 days

Procurement

- One contract missing adequate documentation

Suspension and Debarment

- One vendor missing verification check

NSLDS Reporting

- Two students' enrollment status not correct; One incorrect effective date

Eligibility

- Pell – student under awarded

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University of Idaho

Single Audit Results

240 Day Check Return Rule

- Internal control needs to be implemented

COD Reporting

- Two of 40 not reported to COD within 15 days

Eligibility

- Four eligibility exceptions (FSEOG)

NSLDS Reporting

- One of 60 student's enrollment status not correct; two incorrect program effective dates

Eligibility

- Pell – student under awarded

Reporting

- FFATA Reporting – lack of observable internal controls

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tate College

Single Audit Results

NSLDS Reporting

- Nine out of 60 status change not reported timely
- Three of 60 students had information not matching College's records

Eligibility

- One student under awarded Pell

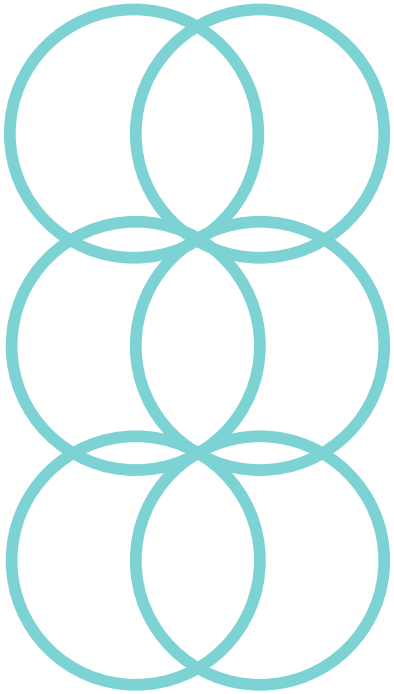
Governance Communications

Qualitative Aspects of Accounting Practices

- No new policies
- Significant estimates - none
- Financial Disclosures

Difficulties During the Audit Process

- None



Corrected and Uncorrected Audit Adjustments

- See previous slides

Other

- Disagreements with Management – None
- Management Representations
- Consultations with Other Accountants - None
- Significant Issues Discussed with Management Prior to Engagement – None
- Other - none

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Conclusion

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Questions and Feedback

We appreciate the opportunity to serve you and welcome any feedback relative to our performance and to the engagement.

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Insights
Stay informed and
prepare for what's next.

Home / Events / 2025 Higher Education Virtual Conference

EVENT DETAIL

Date
February 18 - 25

Save the date for CLA's seventh annual Higher Education Virtual Conference.

Join us for the seventh year of our conference, featuring insightful content to guide you through the evolving landscape of higher education. Secure your place for both days of the event by registering now.

Register for both dates:

- Tuesday, February 18, 2025 — 11 a.m. – 3 p.m. CT
- Tuesday, February 25, 2025 — 11 a.m. – 3 p.m. CT

UPCOMING EVENTS

11/5/2024
Three Mistakes to Avoid When Expanding Business to E-Commerce

11/6/2024
SNF Trends Report and Strategies for Healthy Operating Margins

11/7/2024
Elevating and Empowering

The **Four Essential Elements** of the CLA Promise

Our Purpose

CLA exists to create opportunities — for our clients, our people, and our communities.

Our Promise

We promise to know you and help you.

Our Family Culture

We're one family, working together to create opportunities.

Our Strategic Advantages

Deep industry specialization

Seamless, integrated capabilities

Premier resource for private business and owners

Inspired careers

Driven by **Our Values**

Curious

We care, we listen, we get to know you

Collaborative

We help you seamlessly, bringing innovative teams to the table

Transparent

We communicate clearly and authentically

Inclusive

We embrace all voices and create opportunities for you in an energetic and inspiring environment

Reliable

We respond in hours, not days; we follow through, protect our client data, and produce quality results

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Find support at *every* turn

Benefit from guidance on all aspects of your business.

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Thank you!

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Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC registered investment advisor.

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BOISE STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported
3. Noncompliance material to financial statements noted? _____ yes ____x____ no

Federal Awards

- Internal control over major federal programs:
  - Material weakness(es) identified? _____ yes ____x____ no
  - Significant deficiency(ies) identified? ____x____ yes _____ none reported
- Type of auditors' report issued on compliance for major federal programs: Unmodified
- Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ____x____ yes _____ no

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
Various	Student Financial Assistance Cluster

Dollar threshold used to distinguish between Type A and Type B programs: $3,000,000

Auditee qualified as low-risk auditee? ____x____ yes _____ no

BOISE STATE UNIVERSITY
SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2024

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

2024 – 001 – Special Tests & Provisions

Federal Agency: U.S. Department of Education

Federal Program Title: Student Financial Assistance Cluster

Assistance Listing Number: 84.063 & 84.268

Federal Award Identification Number and Year: P063P230097 & P268K240097

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: Institutions are required to report enrollment information under the Pell grant and the Direct Loan programs via the National Student Loan Data System (NSLDS) (*OMB No. 1845-0035*) (Pell, 34 CFR 690.83(b)(2); Direct Loan, 34 CFR 685.309.) The administration of the Title IV programs depends heavily on the accuracy and timeliness of the enrollment information reported by institutions. Institutions must review, update, and certify student enrollment statuses, program information, and effective dates that appear on the Enrollment Reporting Roster file or on the Enrollment Maintenance page of the NSLDS Professional Access (NSLDSFAP) website which the financial aid administrator can access for the auditor. The data on the institution's Enrollment Reporting Roster, or Enrollment Maintenance page, is what NSLDS has as the most recently certified enrollment. There are two categories of enrollment information, "Campus Level" and "Program Level," both of which need to be reported accurately and have separate record types. The *NSLDS Enrollment Reporting Guide* provides the requirements and guidance for reporting enrollment details using the NSLDS Enrollment Reporting Process. Per 2 CFR 200.303, entities must establish and maintain internal controls which provide reasonable assurance that federal award expenditures are in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.

Condition: During testing of the accuracy of NSLDS reporting, we identified eight out of forty samples where the program effective date per institutional records did not match the program effective date reported in NSLDS.

Context: Out of 40 students tested, we identified eight students in which the program effective date per institutional records did not match the program effective date reported in NSLDS.

Questioned costs: None.

BOISE STATE UNIVERSITY
SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2024

Effect: The University was out of compliance as it relates to ensuring the program effective date reported in NSLDS matches institutional records.

Cause: The program effective dates per institutional records not matching program effective date per NSLDS program enrollment was due to either and old admissions software or the Online Major Change (OMC) tool.

Repeat finding: No.

Recommendation: We recommend the University review its current procedures for NSLDS reporting and implement additional procedures to ensure program effective dates in NSLDS match institutional records.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024 – 002 – Special Tests & Provisions

Federal Agency: U.S. Department of Education

Federal Program Title: Student Financial Assistance Cluster

Assistance Listing Number: Various

Federal Award Identification Number and Year: Multiple

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: Per 34 CFR 668.22(j)(1), an institution must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew. 34 CFR 668.22(B)(2) states, an institution must document a student's withdrawal date determined in accordance with paragraph (b)(1) and maintain the documentation as of the date of institution's determination that the student withdrew. Per 2 CFR 200.303, entities must establish and maintain internal controls which provide reasonable assurance that federal award expenditures are in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. Per 2 CFR 200.303, entities must establish and maintain internal controls which provide reasonable assurance that federal award expenditures are in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.

Condition: During testing of timely and accurate return of Title IV funds, we identified one out of 40 samples that the return of Title IV funds was later than 45 days after the institution's determination that the student withdrew. Additionally, one out of 40 samples did not have documentation for the student's withdrawal date used for the return of Title IV calculation.

BOISE STATE UNIVERSITY
SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2024

Context: We selected forty samples to test which resulted in two exceptions:

1. One had the return of Title IV funds later than 45 days after the institution's determination that the student withdrew, and
2. One did not have documentation for the student's withdrawal date used for the return of Title IV calculation.

Questioned costs: $270

Effect: The University had two elements of noncompliance as it relates to the Department of Education's many requirements of returning Title IV funds.

Cause: Of the two exceptions:

1. A student's Title IV funds were returned 65 days after the institutional determination. Per discussion with the University, the daily query being used to process disbursements in the Fall semester wasn't coming through over the weekend as it should have been. Upon discussion with the University, this impacted the timeliness of two other students not tested.

2. A student's documentation of withdrawal date was not retained by the University due to a former staff member not asking other department employees to contact instructors for Last Date of Attendance for an officially withdrawn course. They instead used the date the course was officially dropped in self-service.

Repeat finding: No.

Recommendation: We recommend the University review its current procedures for return of Title IV funds. As part of the review, the University should implement safeguard to ensure refunds are returned timely and that refund amounts are supported by having documentation of withdrawal dates.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

2024 – 003 – Special Tests & Provisions & Eligibility

Federal Agency: U.S. Department of Education

Federal Program Title: Student Financial Assistance Cluster

Assistance Listing Number: 84.063

Federal Award Identification Number and Year: P063P230097

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: Each year, based on the maximum Pell Grant established by Congress, ED provides to institutions Payment and Disbursement Schedules for determining Pell

awards. The Payment Schedule provides the maximum scheduled award a student would receive for a full academic year as a full-time student based on their EFC and COA. The Disbursement Schedules are used to determine annual awards for full-time, three-quarter time, half-time, and less-than-half-time students. All Schedules, however, are based on the COA of a full-time student for a full academic year (see Volume 7, The Federal Pell Grant Program and Iraq and Afghanistan Service Grants, of the *FSA Handbook* for 2023-24 for guidance on selecting formulas for calculating cost of attendance, prorating costs for programs less or greater than an academic year and determining payment periods). Disbursement schedules for 20222023 and 2023-2024 award years can be found at the following links: 2022-2023 Federal Pell Grant Payment and Disbursement Schedules (GEN-22-04) and 2023-2024 Federal Pell Grant Payment and Disbursement Schedules (GEN-23-02). Students that receive Pell Grant may not receive more than six Scheduled Awards (12 semesters, or the equivalent) as measured by the percentage of "lifetime eligibility used" (LEU) field in COD (tracked by ED) (20 USC 1070a(c)(5)). The LEU maximum percentage for student eligibility is 600 percent. Per 2 CFR 200.303, entities must establish and maintain internal controls which provide reasonable assurance that federal award expenditures are in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.

Condition: During testing our testing of return of Title IV funds, one student had been awarded Pell when they were not eligible to receive Pell due to the timing of the award.

Context: During our Return of Title IV testing, we selected forty samples to test. While testing eligibility was not the focus of this test, the University brought to our attention one exception of a student being awarded Pell when they were not eligible to receive Pell due to the timing of the award. We also tested 40 other students in our eligibility testing in which no exceptions were identified.

Questioned costs: $1,879.

Effect: The University was out of compliance with the requirement to properly award students Title IV funds based on eligibility. Additionally, the University was out of compliance as it relates to properly calculating the return of Title IV funds.

Cause: Per discussion with the University, Pell was awarded erroneously and a review process did not identify the issue prior to disbursing the aid.

Repeat finding: No.

Recommendation: We recommend the University review its current procedures for awarding Title IV funds to ensure only eligible students are receiving funds.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

2024 – 004 – Allowable Costs/Cost Principles

Federal Agency: U.S. Department of Justice

Federal Program Title: Postconviction Testing of DNA Evidence; Capital Case Litigation Initiative

Assistance Listing Number: 16.820; 16.746

Federal Award Identification Number and Year: Multiple

BOISE STATE UNIVERSITY
SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2024

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: Per 2 CFR 200.516(4): Known questioned costs that are greater than $25,000 for a Federal program which is not audited as a major program should be reported as finding. Except for audit follow-up, the auditor is not required under this part to perform audit procedures for such a Federal program; therefore, the auditor will normally not find questioned costs for a program that is not audited as a major program. However, if the auditor does become aware of questioned costs for a Federal program that is not audited as a major program (e.g., as part of audit follow-up or other audit procedures) and the known questioned costs are greater than $25,000, then the auditor must report this as an audit finding. Additionally, per Uniform Guidance 2 CFR 200.303, nonfederal entities receiving federal awards are required to establish and maintain internal controls designed to reasonably ensure compliance with federal laws, regulations, and program compliance requirements. CFR 200.403(a) requires costs incurred on federal awards to be necessary and reasonable for the performance of the Federal award and be allocable thereto.

Condition: CLA was notified by the Post-Award Office of Sponsored Programs that they were informed about several irregularities and potentially unallowable costs related to certain Department of Justice Awards.

Context: The University conducted an internal investigation in conjunction with the Idaho State Board of Education Internal Audit and Advisory Services, the investigation identified unallowable costs/activities that were charged to Department of Justice Awards. The University notified the Department of Justice of this situation through a Disclosure Letter to the Department. The disallowed costs were related to time and effort that was not allocable to the affected grants as well as lobbying efforts and related indirect cost recoveries.

Questioned costs: $65,750.67.

Effect: The University was out of compliance as it relates to charging disallowable costs/activities to federal programs.

Cause: An employee was found to have intentionally overridden the system of internal controls in violation of University policy.

Repeat finding: No

Recommendation: We recommend the University continue to foster a research and creative activity environment that stresses the importance of compliance and prompt disclosure and resolution of any self-identified issues.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

BOISE STATE UNIVERSITY
SUMMARY SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
FOR THE YEAR ENDED JUNE 30, 2024

Section IV – Prior Year Findings

2023 – 001 – Cash Management

Federal agency: U.S. Federal Government

Federal program title: Research and Development Cluster

Assistance Listing Numbers: Various

Award Period: July 1, 2022 to June 30, 2023

Type of Finding:

- Compliance, Other Matter
- Significant Deficiency in Internal

Condition: The University did not make payment to Subrecipients within the required 30 calendar days after receipt of the billing for part of the year under audit.

Status: Partially implemented.

2023 – 002 – Allowable Costs/Cost Principles

Federal agency: U.S. Federal Government

Federal program title: Research and Development Cluster

Assistance Listing Numbers: Various

Award Period: July 1, 2022 to June 30, 2023

Type of Finding:

- Compliance, Other Matter
- Significant Deficiency in Internal

Condition: The University's year-end cutoff controls allowed for certain costs from Fiscal Year 2023 to not be reported in the Fiscal Year 2023 SEFA but rather reported in the Fiscal Year 2024 SEFA.

Status: Partially implemented.

IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported
3. Noncompliance material to financial statements noted? _____ yes ____x____ no

Federal Awards

1. Internal control over major federal programs:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? ____x____ yes _____ none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ____x____ yes _____ no

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
Various	Student Financial Assistance Cluster

Dollar threshold used to distinguish between Type A and Type B programs: $1,088,371

Auditee qualified as low-risk auditee? _____ yes ____x____ no

IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs

2024-001: Cash Management-Subrecipient

Federal Agency: U.S. Federal Government

Federal Program Title: Research and Development Cluster

Assistance Listing Number: 93.859; 47.074

Federal Award Identification Number and Year: 1R01GM137083 – 2024; 2317969 - 2024

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: The Federal Government requires that when the reimbursement method is used, the Federal awarding agency or pass-through entity must make payment within 30 calendar days after receipt of the billing, unless the Federal awarding agency or pass-through entity reasonably believes the request to be improper (2 CFR section 200.305(b)(4)). In addition, per the Uniform Guidance 2 CFR 200.303, nonfederal entities receiving federal awards are required to establish and maintain internal controls designed to reasonably ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: The University did not make payment to Subrecipients within the required 30 calendar days after receipt of the billing.

Context: Three subrecipient invoices, totaling $29,306, out of 5 tested, totaling $60,038, were not paid within the required 30 days.

Questioned costs: None.

Cause: Procedures were not in place to ensure subrecipients were paid within 30 days of receipt of the invoices.

Effect: Subrecipients did not receive their reimbursement timely.

Repeat finding: Yes, 2023-002

Recommendation: We recommend the University evaluate its procedures and implement an additional control to review and approve the Subrecipient reimbursements timely.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

2024-002: Procurement

Federal Agency: U.S. Federal Government

Federal Program Title: Integrative Activities, Research and Development Cluster

Assistance Listing Number: 47.083

Federal Award Identification Number and Year: CE2559-SB-873905 A2, A3 - 2024

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: The Federal Government requires that all procurement transactions for the acquisition of property or services required under a Federal award must be conducted in a manner providing full and open competition consistent with the standards of 2 CFR section 200.319 and 2 CFR section 200.320. In addition, per the Uniform Guidance CFR 200.303, nonfederal entities receiving federal awards are required to establish and maintain internal controls designed to reasonably ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: The University did not complete documentation for reasonings of why they did not obtain price quotes or competitive bids prior to entering the transaction.

Context: During our testing we identified 1 of the 5 contracts tested did not include adequate documentation to award the contracts without price quotations or a competitive bid process.

Questioned costs: $39,160

Cause: Lack of training for procurement personnel regarding federal funds passed through State agencies to the University.

Effect: Documentation for why the University did not obtain price quotes or competitive bids was not documented in a timely manner.

Repeat finding: Yes, 2023-003

Recommendation: We recommend the University evaluate its procedures and implement an additional control to document reasons for not obtaining price quotes or competitive bids prior to entering the transaction.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

2024-003: Suspension Debarment

Federal Agency: U.S. Federal Government

Federal Program Title: Integrative Activities, Research and Development Cluster

Assistance Listing Number: 47.083

Federal Award Identification Number and Year: 2320040-2024

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: The Federal Government requires that when a non-federal entity enters into a covered transaction with an entity at a lower tier, the non-federal entity must verify that the entity, as defined in 2 CFR section 180.995 and agency adopting regulations, is not suspended or debarred or otherwise excluded from participating in the transaction. In addition, per the Uniform Guidance 2 CFR 200.303, nonfederal entities receiving federal awards are required to establish and maintain internal controls designed to reasonably ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: The University was not able to provide a verification check occurring before entering into contract with a vendor/subrecipient.

Context: During our testing of 5 contracts, we identified one vendor/subrecipient that the University could not provide a verification check prior to entering the contract.

Questioned costs: None.

Cause: Verification check did not occur before entering into contract with vendor/subrecipient.

Effect: The University entered into contract with a vendor/subrecipient prior to performing a verification check.

Repeat finding: Yes, 2023-004

Recommendation: We recommend the University evaluate its procedures and implement an additional control to ensure verification checks are occurring prior to entering into contract with a vendor/subrecipient.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

2024-004: Special Tests & Provisions

Federal Agency: Department of Education

Federal Program Title: Student Financial Assistance Cluster

Assistance Listing Number: Various

Federal Award Identification Number and Year: Multiple

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: The Code of Federal Regulations, 34 CFR 682.610, states that institutions must report accurately the enrollment status of all students regardless of if they receive aid from the institution or not. Changes to said status are required to be reported within 30 days of becoming aware of the status change, or with the next scheduled transmission of statuses if the scheduled transmission is within 60 days. In addition per the Uniform Guidance 2 CRF 200.303, non-federal entities receiving federal awards are required to establish and maintain internal controls designed to reasonable ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: The University did not properly report student enrollment changes for students who received federal student aid to the National Student Loan Data System (NSLDS).

Context: During our testing of 40 students, we identified two instances for which the student's enrollment status was not correctly reported to NSLDS in a timely manner and one instance where the enrollment effective date was not reported correctly to NSLDS.

Questioned costs: None

Cause: The University did not have proper procedures in place to verify students status in NSLDS matched the institutions records in a timely manner.

Effect: Failure to properly report enrollment status changes on NSLDS could affect the timing of the grace period for repayment of Title IV loans. Additionally, the University was not in compliance with the requirements to properly report student enrollment data correctly or timely to NSLDS.

Repeat finding: Yes, 2023-007

Recommendation: We recommend that the University implement procedures to ensure that enrollment data, changes in status and effective dates within NSLDS match the records of the institution and are reported timely. And we recommend that the University implement formal review procedures to document the review process.

Views of responsible officials: Management agrees with the finding and has developed a plan to correct the finding.

IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

2024-005: Eligibility - Pell

Federal Agency: Department of Education

Federal Program Title: Student Financial Assistance Cluster

Assistance Listing Number: 84.063

Federal Award Identification Number and Year: Multiple

Award Period: July 1, 2023 to June 30, 2024

Type of Finding:

- Other Matters
- Significant Deficiency in Internal Control over Compliance

Criteria or specific requirement: The amount of a student's Pell Grant for an academic year is based upon the payment and disbursement schedules published by the Secretary for each award year (34 CFR 690.62) The Code of Federal Regulations (34 CFR 690.80(b)(1)) states if the student's enrollment status changes from one academic term to another within the same award year, the institution shall recalculate the Federal Pell Grant award for the new payment period taking into account any changes in the cost of attendance. Uniform Grant Guidance (2 CFR 200.303) requires nonfederal entities receiving Federal awards establish and maintain internal controls designed to reasonably ensure compliance with Federal laws, regulations, and program compliance requirements. Effective internal controls should include procedures to ensure students are awarded and disbursed the proper federal fund amounts.

Condition: The University under-awarded funds for the Pell Grant.

Context: During our testing we noted one of forty students, from a statistically valid sample, were awarded and disbursed less Pell funds than should have been awarded based on the 23-24 Pell payment schedule. The Pell payment schedule considers the cost of attendance, the student's Expected Family Contribution and the enrollment status of the student.

Questioned costs: None

Cause: The report generated to capture Summer term students who did not self-identify for Summer Aid consideration but qualified for Pell funds did not capture this student due to system changes that were not accounted for in the SQL.

Effect: Failure to properly determine and disburse Title IV funds based on eligibility for each type of aid in accordance with federal regulations may result in students receiving incorrect funds.

Repeat finding: No

Recommendation: We recommend the University review its current procedures for awarding Title IV funds and implement any changes necessary to ensure federal funds are awarded and disbursed in accordance with federal regulations.

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024

Section I – Summary of Auditors' Results

Financial Statements

1.	Type of auditors' report issued:	Unmodified	
2.	Internal control over financial reporting:		
	• Material weakness(es) identified?	_____ yes	____x____ no
	• Significant deficiency(ies) identified?	_____ yes	____x___ none reported
3.	Noncompliance material to financial statements noted?	_____ yes	____x_____no

Federal Awards

1.	Internal control over major federal programs:		
	• Material weakness(es) identified?	_____ yes	____x_____ no
	• Significant deficiency(ies) identified?	____x____ yes	_____ none reported
2.	Type of auditors' report issued on compliance for major federal programs:	Unmodified	
3.	Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	____x____ yes	_____ no

Identification of Major Federal Programs

84.007, 84.033, 84.038, 84.063, 84.268	Student Financial Assistance Cluster
93.575	CCDF Cluster - Child Care and Development Block Grant
10.937	Partnerships for Climate-Smart Commodities

Dollar threshold used to distinguish between Type A and Type B programs:	$3,000,000	
Auditee qualified as low-risk auditee?	____x____ yes	_____ no

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

2024-001

Federal Agency: U.S. Department of Education

Federal Program Name: Student Financial Assistance Cluster

Assistance Listing Number: 84.268 – Federal Direct Loans
84.063 – Federal Pell Grant Program
84.007 – Federal Supplemental Educational Opportunity Grants

Federal Award Identification Number and Year: 2023-2024 – P268K240101, P063P230101, P007A231093

Award Period: July 1, 2023 to June 30, 2024

Type of finding: -Significant Deficiency in Internal Control Over Compliance
-Other Matters

Criteria or specific requirement: 2 CFR part 200 section 200.303 requires that non-Federal entities receiving federal awards (i.e., auditee management) establish and maintain internal control designed to reasonably ensure compliance with Federal statutes, regulations, and the terms and conditions of the federal award. The Code of federal Regulations, 34 CFR 688.164, requires any Title IV federal funds disbursed to a student or parent that are not received or negotiated must be returned to the appropriated federal financial aid program no later than 240 days after the check or electronic fund transfer (EFT) was issued. If a check or an EFT is returned, the University may make additional attempts to deliver the funds, provided that those attempts are made no later than 45 days after the funds were returned or rejected. In case where the University does not make another attempt, the funds must be returned before the end of the initial 45-day period. The University must cease all attempts to disburse the funds and return them no later than 240 days after the date it issued the first check. Under no circumstances may unclaimed Title IV FSA funds escheat to the state, or revert to the University, or any other third party.

Condition: The University does not have a control or process in place that would specifically monitor outstanding checks to students for Title IV federal funded checks so that the University would be able to timely return the money prior to 240 days after issuance of the check.

Questioned costs: Unknown

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024-001 (Continued)

Context: During our testing, it was noted the University did not have a control in place to identify the outstanding Title IV federal funded checks that were old and needed to be returned to the U.S. Department of Education prior to 240 days after issuance. In the current year testing of outstanding checks, we did not note any exceptions. However, we did note that checks over the 240 days from the prior year were returned at various times during the year with all checks being cleared by year end.

Cause: The University did not have a process in place to specifically monitor the federal checks throughout the year. For some of the prior year checks returned late during the year, the University had to wait until the prior award years were re-opened in order to return them.

Effect: The University is not in compliance with Department of Education requirements.

Repeat finding: Yes, 2023-001

Recommendation: CliftonLarsonAllen LLP (CLA) recommends the University review the requirement and implement an internal process and control to specifically monitor the outstanding Title IV funded checks throughout the year.

Views of responsible officials: There is no disagreement with the audit finding.

2024-002

Federal Agency: U.S. Department of Education

Federal Program Name: Student Financial Assistance Cluster

Assistance Listing Number: 84.268 – Federal Direct Loans
84.063 – Federal Pell Grant Program
84.007 – Federal Supplemental Educational Opportunity Grants
84.033 – Federal Work Study Program

Federal Award Identification Number and Year: 2023-2024 – P268K240101, P063P230101, P007A231093, P033A231093

Award Period: July 1, 2023 to June 30, 2024

Type of finding: -Significant Deficiency in Internal Control Over Compliance
-Other Matters

Criteria or specific requirement: The Code of Federal Regulations, 34 CFR 682.610, states that institutions must report accurately the enrollment status of all students regardless of if they receive aid from the institution or not. This includes the enrollment effective date and related enrollment status, which must be reported for both the Campus-Level and the Program-Level, as well as the program begin date. Changes to said status are required to be reported within 30 days of becoming aware of the status change, or with the next scheduled transmission of statuses if the scheduled transmission is within 60 days. In addition, Uniform Grant Guidance (2 CFR 200.303) requires nonfederal entities receiving federal awards establish and maintain internal controls designed to reasonably ensure compliance with federal laws, regulations, and program compliance requirements.

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024-002 (Continued)

Condition: There were instances in which the University did not report the correct status and effective dates, and status changes were not always reported timely.

Questioned costs: None

Context: In our statistically valid sample of sixty students selected for National Student Loan Data System (NSLDS) enrollment reporting testing, we identified one student whose change in enrollment status was not properly updated and the enrollment effective date was not reported correctly or timely. We identified one student in which the program enrollment effective date did not match the University's records. We noted one student whose program enrollment status was not uploaded to reflect the University's records.

Cause: University of Idaho did not have proper procedures in place to verify students' status in NSLDS matched the institutions records in a timely manner.

Effect: Failure to properly report enrollment status changes on NSLDS could affect the timing of the grace period for repayment of Title IV loans. Additionally, the University was not in compliance with the requirements to properly report student enrollment data correctly or timely to NSLDS.

Repeat finding: Yes, 2023-002

Recommendation: We recommend the University work with their third-party servicer and implement procedures to ensure that enrollment data, changes in status and effective dates within NSLDS are reported timely and accurately.

Views of responsible officials: There is no disagreement with the audit finding.

2024-003

Federal Agency: U.S. Department of Education

Federal Program Name: Student Financial Assistance Cluster

Assistance Listing Number: 84.268 – Federal Direct Loans
84.063 – Federal Pell Grant Program

Federal Award Identification Number and Year: 2023-2024 -- P268K240101, P063P230101

Award Period: July 1, 2023 to June 30, 2024

Type of Finding: -Significant Deficiency in Internal Control Over Compliance
-Other Matters

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024-003 (Continued)

Criteria or specific requirement: The Department of Education requires the College to report the disbursement dates and amounts to the Common Origination and Disbursement (COD) system within 15 days of disbursing Pell (34 CFR 690.83(b)(2) and Direct Loan (34 CFR 685.309) funds to a student. In addition, per the Uniform Guidance 2 CRF 200.303, nonfederal entities receiving federal awards are required to establish and maintain internal controls designed to reasonable ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: The University did not report COD disbursements within the required 15 days reporting requirement.

Questioned costs: None

Context: During our testing of COD reporting, we identified two of 40 disbursements were not reported to COD within 15 days of the disbursement date.

Cause: The University did not have proper procedures in place to identify COD reporting errors and fix them within a timely manner.

Effect: A lack of timely reporting may prevent the University and other schools from having the most accurate student information which may lead to over awards.

Repeat finding: No

Recommendation: We recommend that the University evaluate and enhance its procedures and policies around reporting disbursements to COD to ensure that student information is reported accurately and timely.

Views of responsible officials: There is no disagreement with the audit finding.

2024-004

Federal Agency: U.S. Department of Education

Federal Program Name: Student Financial Assistance Cluster

Assistance Listing Number: 84.007 – Federal Supplemental Educational Opportunity Grants

Federal Award Identification Number and Year: 2023-2024 – P007A231093

Award Period: July 1, 2023 to June 30, 2024

Type of Finding: -Significant Deficiency in Internal Control Over Compliance
-Other matters

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024-004 (Continued)

Criteria or specific requirement: The Code of Federal Regulations, 34 CFR 676.10(a)(1) and (2) states "In selecting among eligible students for FSEOG awards in each award year, an institution shall select those students with the lowest expected family contributions who will also receive Federal Pell Grants in that year. If the institution has FSEOG funds remaining after giving FSEOG awards to all the Federal Pell Grant recipients at the institution, the institution shall award the remaining FSEOG funds to those eligible students with the lowest expected family contributions who will not receive Federal Pell Grants." In addition, Uniform Grant Guidance (2 CFR 200.303) requires nonfederal entities receiving federal awards establish and maintain internal controls designed to reasonably ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: The University awarded FSEOG to students with EFC's higher than zero (the lowest expected family contribution) when there were students with the zero EFCs who did not receive FSEOG and were eligible to receive FSEOG.

Questioned costs: $800

Context: In our sample of 13 FSEOG recipients two were identified that had an EFC higher than zero. Both were within the University's policy to award eligible students with EFCs in the 0-3500 range who meet the priority deadline. In our eligibility sample of 40, we identified 2 Pell recipients with a zero EFC and remaining need that were not awarded FSEOG funds.

Cause: The University's policy is to award FSEOG to PELL recipients who have met the FAFSA priority deadline and have an EFC below 3,500. The University policy for awarding FSEOG funds was not capturing all students who had the lowest EFC and remaining need.

Effect: The University is not in compliance with the FSEOG awarding guidelines.

Repeat finding: Yes, 2023-004

Recommendation: We recommend that the University review their FSEOG awarding policy and procedures to ensure FSEOG is awarded to students with the lowest expected family contributions.

Views of responsible officials: There is no disagreement with the audit finding.

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024-005

Federal Agency: U.S. Department of Education

Federal Program Name: Student Financial Assistance Cluster

Assistance Listing Number: 84.268 – Federal Direct Loans

Federal Award Identification Number and Year: P268K240101 – 2024

Award Period: July 1, 2023 to June 30, 2024

Type of Finding: -Significant Deficiency in Internal Control Over Compliance
-Other Matters

Criteria or specific requirement: The institution must notify the student, or parent, in writing of (1) the date and amount of the disbursement; (2) the student's right, or parent's right, to cancel all or a portion of that loan or loan disbursement and have the loan proceeds returned to the holder of that loan or the TEACH Grant payments returned to ED; and (3) the procedure and time by which the student or parent must notify the institution that he or she wishes to cancel the loan, TEACH Grant, or TEACH Grant disbursement. The notification requirement for loan funds applies only if the funds are disbursed by EFT payment or master check (34 CFR 668.165). In addition, per the Uniform Guidance 2 CRF 200.303, nonfederal entities receiving federal awards are required to establish and maintain internal controls designed to reasonable ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: During our testing of loan disbursements, we identified instances in which students did not receive notification of their loan disbursement.

Questioned costs: None

Context: In our testing of loan disbursements, we identified 23 out of 40 students tested did not receive notification of their loan disbursement. Students were only notified if there was a change to their loan award and were not notified of loan disbursements.

Cause: The University did not have proper procedures in place to ensure all students were notified of their loan disbursements.

Effect: The University was not in compliance with the requirement to provide notification to a student when their loan disbursement is made.

Repeat finding: No

Recommendation: We recommend the University evaluate the procedures around disbursements of loans and ensure that notifications of disbursements are sent and contain all the required elements outlined in the FSA Handbook.

UNIVERSITY OF IDAHO
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024-005 (Continued)

Views of responsible officials: There is no disagreement with the audit finding.

2024-006

Federal agency: U.S. Department of Agriculture

Federal Program Name: Partnerships for Climate-Smart Commodities

Assistance Listing Number: 10.937

Federal Award Identification Number and Year: 2023-2024 – NR233A750004G038

Award Period: July 1, 2023 to June 30, 2024

Type of Finding: -Significant Deficiency in Internal Control Over Compliance

Criteria or specific requirement: Uniform Grant Guidance (2 CFR 200.303) requires nonfederal entities receiving federal awards establish and maintain internal controls designed to reasonably ensure compliance with federal laws, regulations, and program compliance requirements.

Condition: The University did not have observable controls to test over the Federal Funding Accountability and Transparency Act (FFATA) reporting process.

Questioned costs: None.

Context: During our testing of the 3 FFATA reports submitted by the University during the year ended June 30, 2024, we noted there was no documentation of the University's review process of the FFATA reports.

Cause: The procedures the University had over the review of the FFATA reports did not include documentation of the control over reporting.

Effect: It is possible that errors could occur and not be caught in a timely manner.

Repeat finding: No

Recommendation: We recommend the University revise their procedures to include documentation of the review over FFATA reporting. The documentation should include the date of the review and the individual(s) performing the review.

Views of responsible officials and planned corrective action: Management agrees they were not able to provide evidence of the review of the FFATA report.

LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024

Section I – Summary of Auditors' Results

- ***Financial Statements***

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported
3. Noncompliance material to financial statements noted? _____ yes ____x____ no

- ***Federal Awards***

1. Internal control over major federal programs:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? ____x____ yes _____ none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ____x____ yes _____ no

Identification of Major Federal Programs

Assistance Listing Number(s)	**Name of Federal Program or Cluster**
84.007, 84.033, 84.038, 84.063, 84.268 84.379, 93.364	Student Financial Assistance Cluster

Dollar threshold used to distinguish between Type A and Type B programs: $750,000/$187,500

Auditee qualified as low-risk auditee? _____ yes ____x____ no

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs

2024-001 Errors in Reporting for NSLDS

Federal Agency: Department of Education

Federal Program Name: Student Financial Assistance Cluster

Assistant Listing Number: 84.007/84.033/84.063/84.268/84.379/93.364

Federal Award Identification Number and Year: P063P230100 – 2024, P268K240100 – 2024, P033A231087 – 2024, P007A231087 – 2024, P379T240100 – 2024

Award Period: July 1, 2023 to June 30, 2024

Type of Finding: Significant Deficiency in Internal Control over Compliance, Other Matters

Criteria or Specific Requirement: The Code of Federal Regulations, 34 CFR 682.610, states that institutions must report accurately the enrollment status of all students regardless of if they receive aid from the institution or not. Changes to said status are required to be reported within 30 days of becoming aware of the status change, or with the next scheduled transmission of statuses if the scheduled transmission is within 60 days.

Condition: The College did not correctly report student information in a timely manner.

Questioned Costs: None

Context: During our testing, we noted that the status change of 9 of the 60 students tested was not reported timely to NSLDS. The enrollment was not certified every 60 days for 1 of the 60 students tested. The credential level per NSLDS did not match the institutions records for 1 of the 60 students tested, and the enrollment change for campus and program enrollment did not match for 2 of the 60 students tested.

Cause: The College did not timely or properly report student status changes to NSLDS through their third-party servicer, National Student Clearinghouse (NSC).

Effect: Failure to properly report enrollment status changes on NSLDS could affect the timing of the grace period for repayment of Title IV loans. Additionally, the College was not in compliance with the requirements to properly report student enrollment data correctly or timely to NSLDS.

Repeat Finding: Yes, 2023-001

Recommendation: We recommend that the College continue to implement procedures to ensure that enrollment data, changes in status and effective dates within NSLDS match the records of the institution and are reported timely.

Views of Responsible Officials and Planned Corrective Action: Management agrees with the finding and has developed a plan to correct it.

LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024

Section III – Findings and Questioned Costs – Major Federal Programs (Continued)

2024-002 Eligibility – Pell

Federal Agency: Department of Education

Federal Program Name: Student Financial Assistance Cluster

Assistant Listing Number: 84.063

Federal Award Identification Number and Year: P063P230100 – 2024

Award Period: July 1, 2023 to June 30, 2024

Type of Finding: Significant Deficiency in Internal Control over Compliance, Other Matters

Criteria or Specific Requirement: The amount of a student's Pell Grant for an academic year is based upon the payment and disbursement schedules published by the Secretary for each award year (34 CFR 690.62) The Code of Federal Regulations (34 CFR 690.80(b)(1)) states if the student's enrollment status changes from one academic term to another within the same award year, the institution shall recalculate the Federal Pell Grant award for the new payment period taking into account any changes in the cost of attendance. Uniform Grant Guidance (2 CFR 200.303) requires nonfederal entities receiving Federal awards establish and maintain internal controls designed to reasonably ensure compliance with Federal laws, regulations, and program compliance requirements. Effective internal controls should include procedures to ensure students are awarded and disbursed the proper federal fund amounts.

Condition: The College under-awarded funds for the Pell Grant.

Questioned Costs: None.

Context: During our testing we noted one of forty students, from a statistically valid sample, were disbursed awarded and disbursed less Pell funds than should have been awarded based on the 23-24 Pell payment schedule. The Pell payment schedule considers the cost of attendance, the student's Expected Family Contribution and the enrollment status of the student.

Cause: The College did not award the correct amount of the Pell grant due to the lack of a manual adjustment that was needed for this instance.

Effect: Failure to properly determine and disburse Title IV funds based on eligibility for each type of aid in accordance with federal regulations may result in students receiving incorrect funds.

Repeat Finding: No.

Recommendation: We recommend the College review its current procedures for awarding Title IV funds and implement any changes necessary to ensure federal funds are awarded and disbursed in accordance with federal regulations.

Views of Responsible Officials and Planned Corrective Action: Management agrees with the finding and has developed a plan to correct it.

BOISE STATE UNIVERSITY

SUBJECT

Authorization for issuance of 2025A General Revenue and Refunding Bonds

REFERENCE

August 2022	Idaho State Board of Education (Board) approved Boise State's FY2023 Six-Year Capital Improvement Plan
October 2022	Board approved request for Planning and Design for North End Zone Expansion
August 2023	Board approved an increase to the Planning and Design budget
August 2024	Board approved request for Construction Approval for the North End Zone Expansion
October 2024	Board approved Reimbursement Resolution for North End Zone Expansion

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.
Idaho Code §33-3804 and §33-3805

BACKGROUND/DISCUSSION

Boise State University requests Board approval to issue tax-exempt general revenue and refunding bonds in an aggregate principal amount not to exceed $51,045,000 ("Series 2025A Bonds") pursuant to a Supplemental Resolution.

Bond proceeds will be used for the following purposes:

1) North End Zone Expansion – The Albertsons Stadium North End Zone Expansion project will add approximately 1,600 seats including 12 field level suites, 44 loge boxes, 148 ledge seats, 882 club seats with all-inclusive food and beverage amenities on game days. The project includes club and terrace spaces that will also be utilized on non-game days, including a training table and nutrition center for all student athletes to provide the fuel and education they need to be successful on and off the field. Future phases of the project will include build outs of a new football recruiting lounge and a new visitors locker room.

   Additional restrooms, mobile concession kiosks, an open-air sports bar and lounge area, and wider concourses will provide all fans with an improved game

day experience through increased ingress/egress efficiency and greater concourse movement.

The new seating options will bring fans even closer to the field of play and deliver enhanced amenities and spaces where Bronco Nation can come together to celebrate one of the best atmospheres in college football, featuring a team entrance to the stadium through its state-of-the-art field-level club.

2) Refunding – Boise State periodically reviews outstanding bond issues in light of current market conditions to determine whether such bonds warrant refinancing to take advantage of lower interest rates. The university will not extend the maturity dates of existing bonds, but will realize savings through lower interest rates.

   Depending on market conditions, the university may refund General Revenue Project and Refunding Bonds, Series 2015A (Tax-Exempt), serial bonds maturing 2026 through 2037. In the event market conditions at the time of the bond sale do not result in savings for certain of the proposed refunded bonds, those bonds will not be refunded.

Principal Amount:
The aggregate principal amount of the Series 2025A will not exceed $51.05 million, consisting of up to $30 million for the 2025 Project and up to $21.05 million for the refunding.

Final Maturity:
The final maturity of the bonds will be determined on the day of pricing. The final maturity of the Series 2025A Bonds allocated to the 2025 Project will not exceed thirty (30) years from the date of issuance and the final maturity of the Series 2025A Bonds allocated to the refunding shall not be later than the last maturity of the refunded bonds.

Amortization Plan:
The amortization schedules for the 2025 Project portion of the Series 2025A Bonds will reflect level debt service. The maturity structure for the refunding component will mimic the original issuance.

Interest Rates:
The interest rates of the Series 2025A Bonds will be determined on the day of pricing. The true interest costs cost of the Series 2025A Bonds allocated to the North End Zone Expansion shall not exceed six and zero hundredths' percent (6.0%) and the interest rates of the Series 2025A Bonds allocated to the refunding shall not exceed the rates that will achieve net present value savings in debt service of at least three percent (3.0%) of the principal amount of the refunded bonds.

Source of Security:
General revenue pledge of the university, excluding general account appropriated funds, or restricted grants, contract revenues, gifts and scholarships.

Ratings**:**
Boise State University's current ratings are Aa3 and A+ by Moody's Investors Service and S&P Global Ratings, respectively (see 2023A reports as Attachments 4 and 5).

Rating agency reviews on this issuance will be conducted in December 2024, in anticipation of the 2025A Bond issuance.

Boise State's financial profile at June 30, 2024 is consistent with the profile as of the 2023A ratings report. As such, it is management's expectation that the ratings will remain the same after the issuance of the 2025A Bonds.

IMPACT

Lower interest rates on the refunding will result in total, as well as present value, debt service savings. The exact amount of savings will be determined upon pricing.

The university expects debt service on the Series 2025A Bonds will be no more than approximately $2 million per year.

After this issuance, Boise State University's debt burden ratio is anticipated to average 4.21% over the next ten years, well below the Board's policy limit of 8%. Projected cash flow from the new premium seating is projected to cover debt service and operating expense, and maintenance reserves.

ATTACHMENTS

Attachment 1 – Draft Preliminary Official Statement
Attachment 2 – Supplemental Bond Resolution
Attachment 3 – Project Cash Flow Projection
Attachment 4 – Prior Moody's Rating Report
Attachment 5 – Prior Standard & Poor's Rating Report
Attachment 6 – Debt Service Projection
Attachment 7 – Ten-year Debt Projection

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the Board approve Boise State University's request to issue the Series 2025A Bonds. This issuance is necessary for the ongoing success and growth of the university, including enhancing the stadium's capacity and student-athlete facilities, as well as achieving financial savings through the refunding of existing bonds.

Staff also recommends the approval of the Supplemental Resolution for the issuance of the Series 2025A Bonds, which includes delegation of authority to finalize the terms and provisions of the bonds up to the approved amount of $51,045,000.

BOARD ACTION

I move to approve the request by Boise State University to issue tax-exempt general revenue bonds; and to find that this project is necessary for the proper operation of Boise State University and is economically feasible.

AND

I move to approve a Supplemental Resolution for the Series 2025A Bonds, the title of which is as follows:

> SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds and Refunding Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to $51,045,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

Roll call vote is required.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

New Issue—Book Entry Only

MOODY'S RATING: ____
S&P RATING: ___
See "RATINGS" herein

In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, assuming continuous compliance with certain covenants described herein, (i) interest on the 2025A Bonds (defined herein) is excluded from gross income pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2025A Bonds (the "Tax Code"), and (ii) interest on the 2025A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b) of the Tax Code; however, to the extent such interest is included in calculating the "adjusted financial statement income" of "applicable corporations" (as defined in Sections 56A and 59(k), respectively, of the Tax Code), such interest is subject to the alternative minimum tax applicable to those corporations under Section 55(b) of the Tax Code for tax years beginning after December 31, 2022. In addition, interest on 2025A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS" herein.

BOISE STATE UNIVERSITY

**$_____*
BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT AND
REFUNDING BONDS,
SERIES 2025A**

Dated: Date of Delivery **Due: April 1, as shown on the inside cover**

The above captioned Boise State University General Revenue Project and Refunding Bonds, Series 2025A in the aggregate principal amount of $_____* (the "*2025A Bonds*") will be issued by Boise State University (the "*University*") pursuant to a Master Resolution adopted by the Board of Trustees of the University on September 17, 1992, as supplemented and amended, including a Supplemental Resolution adopted on December 18, 2024.

The proceeds of the 2025A Bonds will be used to (i) finance a portion of various renovations and updates to the north end of Albertsons Stadium (ii) refinance all or a portion of the University's outstanding General Revenue Refunding Bonds, Series 2015A, and (iii) pay costs of issuing the 2025A Bonds. The 2025A Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York ("*DTC*"), which will act as securities depository for the 2025A Bonds. Interest on the 2025A Bonds is payable on each October 1 and April 1, commencing October 1, 2025. The 2025A Bonds are subject to optional [and mandatory sinking fund] redemption as described herein. The 2025A Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, enterprise revenues and interest earnings on University funds and accounts. See "SECURITY FOR THE 2025A BONDS" herein.

THE 2025A BONDS SHALL BE EXCLUSIVELY OBLIGATIONS OF THE UNIVERSITY, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND SHALL NOT BE OBLIGATIONS, GENERAL, SPECIAL OR OTHERWISE, OF THE STATE OF IDAHO. THE 2025A BONDS SHALL NOT CONSTITUTE A DEBT–LEGAL, MORAL OR OTHERWISE–OF THE STATE OF IDAHO, AND SHALL NOT BE ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE HOLDERS OF THE 2025A BONDS. THE UNIVERSITY IS NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE 2025A BONDS. THE UNIVERSITY HAS NO TAXING POWER.

_____

See Inside Cover for Maturity Schedule

_____

The 2025A Bonds are offered when, as and if issued and received by the Underwriter (hereinafter defined), subject to the approval of legality by Hawley Troxell Ennis & Hawley LLP, bond counsel, and certain other conditions. Certain matters will be passed on for the University by its Office of General Counsel, and for the Underwriter by its legal counsel, Foster Garvey PC, and by Hawley Troxell Ennis & Hawley LLP, in its capacity as disclosure counsel to the University. It is expected that the 2025A Bonds will be available for delivery through the facilities of DTC on or about _____, 2025.*

Barclays

BOISE STATE UNIVERSITY

**$_____*
GENERAL REVENUE PROJECT AND REFUNDING BONDS,
SERIES 2025A**

DUE*	PRINCIPAL AMOUNT*	INTEREST RATE	YIELD	CUSIP NO.** 097464
	$	%	%	
4/1/2026				
4/1/2027				
4/1/2028				
4/1/2029				
4/1/2030				
4/1/2031				
4/1/2032				
4/1/2033				
4/1/2034				
4/1/2035				
4/1/2036				
4/1/2037				
4/1/2038				
4/1/2039				
4/1/2040				
4/1/2041				
4/1/2042				
4/1/2043				
4/1/2044				
4/1/2045				

[$_____* ___% Term Bond due April 1, _____* @ ___% CUSIP No. 097464___]

[$_____* ___% Term Bond due April 1, _____* @ ___% CUSIP No. 097464___]

* Preliminary; subject to change.

** CUSIP data contained herein is provided by CUSIP Global Services, which is managed on behalf of the American Bankers Association by FactSet Research Systems Inc. CUSIP numbers have been assigned by an independent company not affiliated with the University or the Underwriter and are included solely for the convenience of the holders of the 2025A Bonds. Neither the University nor the Underwriter is responsible for the selection or uses of these CUSIP numbers, and no representation is made as to their correctness on the 2025A Bonds or as indicated above.

THE IDAHO STATE BOARD OF EDUCATION

AND BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY

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Debbie Critchfield, Secretary
Shawn Keough
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GENERAL INFORMATION

No dealer, broker, salesperson or other person has been authorized by the Board (as hereafter defined), the University or Barclays Capital Inc. (the "*Underwriter*") to give any information or to make any representations with respect to the 2025A Bonds, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the 2025A Bonds, nor shall there be any sale of the 2025A Bonds by any person, in any jurisdiction in which it is unlawful for such person to make such offer, solicitation or sale.

The information set forth herein has been furnished by the University, the Board, DTC and certain other sources that the University believes to be reliable but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University, or any other person or entity discussed herein since the date hereof.

In connection with this offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the 2025A Bonds at levels above that which might otherwise prevail in the open market. Such stabilization, if commenced, may be discontinued at any time.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

THE SECURITIES OFFERED HEREBY HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION, NOR HAS THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS OFFICIAL STATEMENT. ANY REPRESENTATION TO THE CONTRARY MAY BE A CRIMINAL OFFENSE.

This Official Statement contains "forward-looking statements" that are based upon the University's current expectations and its projections about future events. When used in this Official Statement, the words "project," "estimate," "intend," "expect," "scheduled," "pro forma" and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The University has no plans to issue any updates or revise these forward-looking statements based on future events.

The Preliminary Official Statement has been "deemed final" by the University, pursuant to Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, except for information which is permitted to be excluded from this Preliminary Official Statement under said Rule 15c2-12.

PRELIMINARY OFFICIAL STATEMENT

BOISE STATE UNIVERSITY

**$_____*
GENERAL REVENUE PROJECT AND
REFUNDING BONDS,**

SERIES 2025A

INTRODUCTION

GENERAL

This Official Statement, including the cover page, the inside cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the $_____* Boise State University General Revenue Project and Refunding Bonds, Series 2025A (the "*2025A Bonds*").

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. The Appendices are integral parts of this Official Statement and should be read in their entirety.

Capitalized terms used but not defined herein shall have the meanings assigned to such terms in "APPENDIX C– GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT."

BOISE STATE UNIVERSITY

Boise State University (the "*University*") is a publicly supported, multi-disciplinary institution of higher education located in Boise, Idaho. The University has the largest student enrollment of any university in the State of Idaho (the "*State*"), with an official Fall 2024 enrollment of 27,250 students (based on headcount, with full-time-equivalent enrollment of 18,564) as of the October 15, 2024 census date. The State Board of Education serves as the Board of Trustees of the University (the "*Board*"), the governing body of the University. In January 2019, the Carnegie Classification of Institutions of Higher Education classified the University as a Doctoral Research University with "high research activity."

AUTHORIZATION FOR AND PURPOSE OF THE 2025A BONDS

The 2025A Bonds are being issued pursuant to and in compliance with Title 33, Chapter 38, Idaho Code, as amended, and a resolution adopted by the Board on September 17, 1992, as previously supplemented and amended (the "*Master Resolution*"), and as further supplemented by a resolution adopted by the Board on December 18, 2024 authorizing the issuance of the 2025A Bonds (the "*2025A Supplemental Resolution*" and together with the Master Resolution, collectively the "*Resolution*").

Pursuant to the Master Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the "*Outstanding Bonds*"), which as of January 1, 2025, were outstanding in the principal amount of $232,910,000. The 2025A Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution are referred to herein as the "Bonds." See "DEBT SERVICE REQUIREMENTS" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY–Outstanding Debt."

The proceeds of the 2025A Bonds will be used to (i) finance a portion of various renovations and updates to the north end of Albertsons Stadium (the "Stadium Project"), (ii) refinance all or a portion of the University's outstanding General Revenue Refunding Bonds, Series 2015A (the "Refunded Bonds"), and (iii) pay costs of issuing the 2025A Bonds. See "THE STADIUM PROJECT" herein for greater detail. See "SOURCES AND USES OF FUNDS" herein. The refinancing of certain of the Refunding Bonds is referred to herein as the "Refunding Project."

SECURITY FOR THE 2025A BONDS

The 2025A Bonds are secured by Pledged Revenues on parity with the other Bonds. Pledged Revenues include (i) Student Fees; (ii) Sales and Service Revenues; (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University (the "*F&A Recovery Revenues*"); (iv) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage and printing (the "*Other Operating Revenues*"); (v) unrestricted income generated on investments of moneys in all funds and accounts of the University (the "*Investment Income*"), and (vi) other revenues the Board shall designate as Pledged Revenues, but excluding State appropriations and Restricted Fund Revenues. "Revenues Available for Debt Service" means (a) revenues described in clauses (i), (iii), (iv), (v), and (vi) above and (b) revenues described in clause (ii) above less Operation and Maintenance Expenses of the Auxiliary Enterprises.

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year. See "SECURITY FOR THE 2025A BONDS–Rate Covenant."

ADDITIONAL BONDS

The University has reserved the right in the Resolution to issue Additional Bonds payable from and secured by the Pledged Revenues on parity with the 2025A Bonds, and its other parity Outstanding Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See "SECURITY FOR THE 2025A BONDS–Additional Bonds."

TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described herein, interest on the 2025A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2025A Bonds (the "*Tax Code*"), and interest on the 2025A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b) of the Tax Code; however, to the extent such interest is included in calculating the "adjusted financial statement income" of "applicable corporations" (as defined in Sections 56A and 59(k), respectively, of the Tax Code), such interest is subject to the alternative minimum tax applicable to those corporations under Section 55(b) of the Tax Code for tax years beginning after December 31, 2022. In addition, interest on 2025A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS" herein.

THE 2025A BONDS

DESCRIPTION OF THE 2025A BONDS

The 2025A Bonds will be dated their date of original issuance and delivery and will mature on April 1 of the years and in the amounts as set forth on the inside cover page of this Official Statement.

The 2025A Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the 2025A Bonds is payable on April 1 and October 1 of each year, beginning October 1, 2025. Interest on the 2025A Bonds shall be computed on the basis of a 360-day year of twelve 30-day months. The Bank of New York Mellon Trust Company, N.A., is the trustee and paying agent for the 2025A Bonds (the "*Trustee*").

The 2025A Bonds will be issued as fully-registered bonds, initially in book-entry form only, in denominations of $5,000 or any integral multiple thereof.

BOOK-ENTRY SYSTEM

The Depository Trust Company, New York, New York ("*DTC*"), will act as initial securities depository for the 2025A Bonds. The ownership of one fully registered Series 2025A Bond for each maturity as set forth on the inside cover page of this Official Statement, each in the aggregate principal amount of such maturity, will be registered in the name of Cede & Co., as nominee for DTC. For so long as the 2025A Bonds remain in a "book-entry only" transfer system, the Trustee will make payments of principal and interest only to DTC, which in turn is obligated to remit such payments to its participants for subsequent disbursement to Beneficial Owners of the 2025A Bonds.

Payment of interest on the 2025A Bonds will be made by wire transfer to the Registered Owner (initially, Cede & Co., as nominee of DTC) as of the close of business on the 15th day of the calendar month next preceding the interest payment date (the "*Record Date*"), except that, if and to the extent that there is a default in the payment of the interest due on any interest payment date, such defaulted interest will be paid to the Registered Owner in whose name any such Series 2025A Bond is registered at the close of business on the fifth Business Day next preceding the date of payment of such defaulted interest.

See Appendix G for additional information. As indicated therein, certain information in Appendix G has been provided by DTC. The University makes no representation as to the accuracy or completeness of the information in Appendix G provided by DTC. Purchasers of the 2025A Bonds should confirm this information with DTC or its participants.

REDEMPTION AND OPEN MARKET PURCHASE

Optional Redemption. The 2025A Bonds maturing on or after April 1, _____ are subject to redemption at the election of the University at any time on or after _____, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2025A Bonds shall be at a price of 100% of the principal amount of the 2025A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

[Mandatory Sinking Fund Redemption. The 2025A Bonds maturing on April 1, _____ are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the 2025A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1 OF THE YEAR	MANDATORY REDEMPTION AMOUNT
	$
*	

*Stated Maturity.]

Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2025A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2025A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2025A Bonds, unless upon the giving of such notice such 2025A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2025A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2025A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Selection for Redemption. If less than all of the 2025A Bonds are to be redeemed, the particular maturities of such 2025A Bonds or portions thereof to be redeemed shall be selected randomly in accordance with DTC procedures. If the 2025A Bonds are no longer held by DTC, they shall be selected randomly in accordance with the Trustee's procedures.

Effect of Redemption. When called for redemption as described above, the 2025A Bonds will cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such 2025A Bonds will not be deemed to be Outstanding as of such redemption date.

Open Market Purchase. The University has reserved the right to purchase the 2025A Bonds on the open market at a price equal to or less than par. In the event the University purchased the 2025A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the 2025A Bonds so purchased are to be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University purchases term 2025A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term 2025A Bonds so purchased are to be credited against the Mandatory Redemption Amounts next becoming due. All 2025A Bonds so purchased are to be cancelled.

SECURITY FOR THE 2025A BONDS

GENERAL

The 2025A Bonds are secured by Pledged Revenues on parity with all Bonds previously issued and all Additional Bonds that may be issued under the Resolution. Pledged Revenues include:

(i) Student Fees;

(ii) Sales and Services Revenues;

(iii) F&A Recovery Revenues;

(iv) Other Operating Revenues;

(v) Investment Income; and

(vi) Such other revenues as the Board shall designate as Pledged Revenues.

For a description of the sources and components of the Pledged Revenues, see "PLEDGED REVENUES" below. For the amounts of Pledged Revenues in recent years, see "HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE" below.

Pledged Revenues do not include State appropriations, which by law cannot be pledged. Pledged Revenues also exclude Restricted Fund Revenues, including restricted gift and grant revenues. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY" AND "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023."

PLEDGED REVENUES

Student Fees. The University assesses and collects a variety of fees from students enrolled at the University. Board approval for most of these student fees is required, but the Board has delegated approval of certain student fees to the University President. The Board may assess fees at any time during the year, and has authority to establish the fees unilaterally, without review or approval by the students, the State, or any other governmental or regulatory body. In practice, however, the Board sets Board-approved student fees annually. Prior to the Board meeting at which fees are set, public hearings concerning the fees are held and student participation is actively solicited. Board-approved "Student Fees" include (i) Tuition Fees, (ii) Capital Projects and Facilities Fees, (iii) Technology Fees, (iv) Activities Fees, (v) Graduate/Professional Fees, (vi) Western Undergraduate Exchange Fees, and (vii) Non-Resident Tuition Fees, and other charges and fees as more fully described in the attached Schedule of Student Fees for Fiscal Year 2025. See "APPENDIX B— ESTIMATED SCHEDULE OF STUDENT FEES."

The revenues derived from Student Fees for Fiscal Year 2023 and Fiscal Year 2024 were approximately $220,107,450 and $233,692,067, respectively.

For the 2022-2023 academic year, the University increased fees, but held tuition flat. For the 2023-24 academic year, the University increased fees by 5%. In May 2024, the Board approved a fee increase of three percent (3%) for the 2024-2025 academic year. For Fiscal Year 2025, the annual tuition and student fees assessed against full-time undergraduate students increased to $9,048 (Idaho residents) and $27,788 (non-Idaho residents).

Sales and Services Revenues. Sales and Services Revenues include revenues generated through operations of Auxiliary Enterprises. The majority of these revenues are generated through housing and student union operations; bookstore sales; ticket and event sales from the ExtraMile Arena, Albertsons Stadium, and Morrison Center; parking charges; and recreation center activity charges. Sales and Services Revenues also include revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by the University's public radio station, testing services provided by University labs, and sales of scientific and literary publications, and revenues from miscellaneous operations. See "THE UNIVERSITY–Certain University Facilities" for a description of the University's major facilities from which Sales and Services Revenues are derived.

Sales and Services Revenues for Fiscal Year 2023 and Fiscal Year 2024 were $95,144,644 and $102,255,765, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023."

Facilities and Administrative Recovery Revenues. A portion of funds received each year for University activity sponsored by the private sector, the State or the federal government ("*Sponsored Activity*") is provided to pay the direct costs of the Sponsored Activity, such as salaries for scientists and material and labor used to perform research projects. F&A Recovery Revenues make up the balance granted and are used to pay facilities

administrative costs, which encompass spending by the University on items such as facilities maintenance and renewal, heating and cooling, libraries, the salaries of departmental and central office staff, and other general administration costs associated with Sponsored Activity. Unlike the revenues for direct costs of Sponsored Activity, F&A Recovery Revenues are not restricted and are included in Pledged Revenues. F&A Recovery Revenues for Fiscal Year 2023 and Fiscal Year 2024 were $11,432,416 and $12,207,721, respectively.

The University has focused on expanding Sponsored Activity. Federally funded grants and contracts expenditures for Fiscal Year 2023 and Fiscal Year 2024 were $57,759,417 and $61,089,368, respectively. Non-federally funded grants and contracts for Fiscal Year 2023 and Fiscal Year 2024 were $9,332,308 and $10,693,988, respectively.

Other Operating Revenues. The University receives other miscellaneous revenues in the course of its operations. Examples of Other Operating Revenues include revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services. Other Operating Revenues for Fiscal Year 2023 and Fiscal Year 2024 were 1,157,017 and $1,936,828, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY."

Investment Income. Investment Income included in Pledged Revenues includes all unrestricted investment income. Investment Income included in Pledged Revenues for Fiscal Year 2023 and Fiscal Year 2024 was $5,850,289 and $12,228,166, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023."

HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE

The following table shows the Pledged Revenues and the Revenues Available for Debt Service for Fiscal Years 2020 through 2024. As described under "DEBT SERVICE REQUIREMENTS," the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2025A Bonds will be approximately $_____ million.*

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* Preliminary, subject to change.

	2020	2021	2022	2023	2024
Student Fees	$198,262,256	$200,760,211	$211,455,181	$220,107,450	$233,692,067
Sales and Services Revenues[1]	64,646,510	42,746,744	77,669,214	95,144,644	102,255,765
F&A Recovery Revenues	8,107,750	9,934,538	10,632,268	11,432,416	12,207,721
Other Operating Revenues[1]	1,395,970	1,425,149	1,269,087	1,157,017	1,936,828
Investment Income	3,541,068	1,385,811	953,328	5,850,289	12,228,166
TOTAL	$275,953,554	$256,252,453	$301,979,078	333,691,816	362,320,547
Less Operation and Maintenance Expenses of Auxiliary Enterprises	(74,189,656)	(62,938,076)	(79,778,517)	(110,389,200)	(116,613,843)
Revenues Available for Debt Service (Pledged Revenues less Operation and Maintenance Expenses of Auxiliary Enterprises)	$201,763,898	$193,314,377	$222,200,562	$223,302,616	$245,706,704

[1] The decline in Fiscal Year 2020 and Fiscal Year 2021 was due to the impacts of COVID-19. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY—COVID-19 Pandemic."

FLOW OF FUNDS

The Resolution creates the Revenue Fund, which is held by the University. All Pledged Revenues are required to be deposited in the Revenue Fund. At least five days before each payment date, money in the Revenue Fund is required to be transferred to the Debt Service Account held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used and intends to continue to use any excess moneys in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements.

RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year.

ADDITIONAL BONDS

Additional Bonds, Generally. The amount of Additional Bonds that may be issued under the Resolution is not limited by law or by the Resolution, provided the requirements described below are satisfied. In order to issue Additional Bonds for the purpose of financing Projects, the University must receive Board approval and must also satisfy certain conditions, including the filing with the Trustee of:

(i) A Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution or any supplemental resolution with respect to any Bonds; and

(ii) A Written Certificate of the University to the effect that Estimated Revenues Available for Debt Service equal at least 110% of the Maximum Annual Debt Service on all Bonds to be outstanding upon the issuance of the Additional Bonds for (a) each of the Fiscal Years of the University during which any Bonds will be outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds is capitalized, or (b) the University's current Fiscal Year and any succeeding Fiscal Year during which any Bonds will be outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized (a "*Coverage Certificate*"). See "APPENDIX D– SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–Additional Bonds."

Refunding Bonds. The University may issue Additional Bonds to refund Bonds issued under the Resolution by providing certificates similar to those described above in (i) and (ii). Alternatively, Additional Bonds may be issued to refund Bonds issued under the Resolution without compliance with the requirements described above if the Additional Bonds do not increase debt service by more than $25,000 per year.

The University may issue Additional Bonds for the purpose of refunding any of its obligations that were not issued under the Resolution if it files with the Trustee (i) a copy of the Supplemental Resolution authorizing the issuance of the Additional Bonds and providing that any revenues securing such refunded obligations shall become part of the Pledged Revenues securing the Bonds issued under the Resolution, (ii) the Coverage Certificate described above, and (iii) a Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution.

NO DEBT SERVICE RESERVE

There is no debt service reserve requirement with respect to the 2025A Bonds or the Outstanding Bonds.

THE STADIUM PROJECT

A portion of the proceeds of the 2025A Bonds, together with anticipated donations and institutional reserves, will fund the Stadium Project which will include connection of the upper concourse level across the north end zone, directly adjacent to the Bleymaier Football Complex. At the concourse level, additional premium concessions, and restrooms, as well as general admissions restrooms will be added. New premium seating options will include club seats, loge boxes, and ledge seating. Below the concourse seating will house field level suites, a club and dining space with commercial kitchen, and storage space. Total ticketed seating capacity of the expansion will be 1,586. Total enclosed areas are 93,500 square feet. These elements create opportunities for revenue generation, as well as donor cultivation and stewardship. The overall cost of the Stadium Project is expected not to exceed $76,100,000. The Stadium Project will be completed in advance of the 2026 football season.

THE REFUNDING PROJECT

The University is pursuing the Refunding Project for debt service savings. A portion of the proceeds of the 2025A Bonds will be used to currently refund all or a portion of the Refunded Bonds maturing on the dates shown below.

A portion of the proceeds of the 2025A Bonds will be irrevocably deposited in the respective escrow account, or subaccounts thereunder, to be held by The Bank of New York Mellon Trust Company, N.A., as escrow agent (the "*Escrow Agent*") as created under and directed by the Escrow Agreement dated the date of delivery of the 2025A Bonds between the University and the Escrow Agent (the "*Escrow Agreement*"), to refund the Refunded Bonds. Such amounts will be used to provide cash and purchase direct obligations of the United States

that are sufficient to pay the interest on the Refunded Bonds as the same falls due and the redemption price of, and accrued interest on, the Refunded Bonds on their respective redemption date. See "SOURCES AND USES OF FUNDS."

The Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, may be called for redemption, in the event such call would result in net present value savings in accordance with the Resolution, on April 1, 2025, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

April 1 Year	Amount	Interest Rate
2026	1,970,000	5.000
2027	2,075,000	5.000
2028	2,170,000	5.000
2029	2,280,000	5.000
2030	1,395,000	5.000
2031	1,470,000	5.000
2032	1,535,000	5.000
2033	1,615,000	5.000
2034	1,695,000	5.000
2037*	4,840,000	3.625

* Term bond stated maturity

SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the 2025A Bonds are estimated to be as follows:

SOURCES:	
Principal Amount of 2025A Bonds ……..	$ _____
Net Original Issue Discount/Premium of 2025A Bonds ..…….	_____
TOTAL	$ _____
.....	
USES:	
Project Fund …...…..……	$_____
Refunding 2015A Refunded Bonds …..……..	_____
Costs of Issuance* ……	_____
TOTAL	$_____
.....	

* Includes legal, rating agency, trustee, paying agent, and municipal advisor fees and underwriter's discount.

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DEBT SERVICE REQUIREMENTS

The following table shows the debt service requirements for the Outstanding Bonds and the 2025A Bonds.

FISCAL YEAR ENDING 6/30	OUTSTANDING BONDS[1]	2025A BONDS PRINCIPAL*	2025A BONDS INTEREST	TOTAL
2025	$19,869,926			
2026	19,302,026			
2027	19,291,499			
2028	19,283,335			
2029	19,288,102			
2030	19,308,269			
2031	19,326,269			
2032	19,300,319			
2033	19,306,019			
2034	19,370,056			
2035	19,398,656			
2036	19,404,037			
2037	19,405,413			
2038	10,143,555			
2039	10,132,569			
2040	8,352,065			
2041	7,671,957			
2042	7,664,231			
2043	6,760,558			
2044	6,759,292			
2045	6,761,553			
2046	6,757,842			
2047	6,757,908			
2048	4,956,002			
2049	4,016,711			
2050	4,015,248			
2051	2,856,613			
2052	2,857,988			
2053	2,857,538			
TOTAL	$351,175,554		$_____	$_____

* Preliminary, subject to change.
1. Includes debt service for the Refunded Bonds.

THE UNIVERSITY

The main campus is located in Boise, Idaho, with convenient access to the governmental institutions and commercial and cultural amenities located in the capital city. The Boise City-Nampa metropolitan area has an estimated population of 825,000. As of June 30, 2024, the University employed approximately 5,668 faculty and staff (including 1,666 student employees).

The University administers baccalaureate, masters, and doctoral programs through eight academic colleges and one school - Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, Honors College, Innovation and Design and the School of Public Service. More than 5,463 students graduated from the University in academic year 2023-24, including 72 doctoral candidates.

The University is classified as a doctoral research institution with high research activity by the Carnegie Classification of Institutions of Higher Education. The University is home to 36 research centers and institutes, including the Center for Health Policy, the Biomedical Research Center, the Raptor Research Center, and the Institute for Advancing American Values.

Student athletes compete in NCAA intercollegiate athletics at the Division I-A level on seven men's and eleven women's teams in 12 sports. The University also hosts Boise State Public Radio Network, which provides separate news and music stations across a statewide network of 20 transmission sites. It is the lead station for the Mountain West News Bureau, a multi-state collaboration of public radio news outlets. Its national partners include NPR, PRX, and APM, as well as the BBC.

Full accreditation has been awarded by the Northwest Commission on Colleges and Universities through 2026, and a number of the University's academic programs have also obtained specialized accreditation.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested with the Board, which also serves as the Idaho State Board of Education, the Regents of the University of Idaho in Moscow, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional Technical Education and Vocational Rehabilitation. The Board also oversees aspects of the College of Western Idaho in Boise and North Idaho College in Coeur d'Alene, in concert with the respective boards of these two institutions. The Governor appoints seven of the members to the Board for five-year terms. The membership, terms and occupations of the current board members are listed below. The elected State Superintendent of Public Instruction serves *ex officio* as the eighth member of the Board for a four-year term.

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BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY AND STATE BOARD OF EDUCATION

NAME	RESIDENCE	OCCUPATION	TERM EXPIRES JUNE 30
Linda Clark (President)	Meridian	Retired Superintendent	2025
William G. Gilbert, Jr. (Vice President)	Boise	Co-Founder of Caprock	2026
Shawn Keough	Sandpoint	Executive Director- Associated Logging Contractors	2029
Kurt Liebich	Boise	Chairman/CEO RedBuilt LLC/New Wood Resources LLC	2029
Cally J. Roach	Fairfield	Retired V.P. of Corporate Relations – Clear Springs Foods	2028
Cindy Siddoway	Terreton	Owner of Sheep Ranch and Elk/Bison Hunting Preserve	2025
David Turnbull	Boise	Owner of Brighton Corporation	2029
Debbie Critchfield * (Secretary)	Oakley	Superintendent of Public Instruction	Elected

* Ms. Critchfield was elected State Superintendent of Public Instruction in 2022 for a four-year term ending January 3, 2027.

The State Board of Education has an approximately 88-member, full time professional staff headed by Joshua Whitworth, Executive Director. His appointment became effective in 2024.

University Officers. The President of the University and her staff are responsible for the operation of the University and the fulfillment of its academic mission. The President is selected by and serves at the pleasure of the Board. Members of the President's management team are appointed by the President and serve at her pleasure. The President and her principal staff are listed below, with brief biographical information concerning each.

Marlene Tromp, Ph.D. – President. The Idaho State Board of Education appointed Dr. Tromp as the seventh President of the University beginning July 1, 2019. Previously, Dr. Tromp was the Campus Provost and Executive Vice Chancellor at the University of California at Santa Cruz. Prior to joining the University of California system, she was Dean of Arizona State University's College of Interdisciplinary Arts and Sciences. She holds a doctorate in English from the University of Florida, a master's degree in English from the University of Wyoming and a bachelor's degree in English from Creighton University. Dr. Tromp is a first-generation college graduate from Wyoming committed to supporting students, staff and faculty, in their endeavor to serve and advance the state of Idaho and helping the University foster research excellence to increase discovery for its students and the world.

John Buckwalter, Ph.D. – Provost and Vice President for Academic Affairs. Dr. Buckwalter was appointed as the Provost and Vice President for Academic Affairs in May 2021. Prior to joining the University, he served as Dean of the College of Health and Human Sciences at Kansas State University, as well as a professor in the Department of Kinesiology. Prior to joining Kansas State University in 2013, Dr. Buckwalter spent six years as Chair of the Department of Kinesiology and then as the Associate Dean for Research and Graduate Studies in the College of Education and Health Professions. Dr. Buckwalter holds a doctorate and a master's degree in kinesiology, both from the University of Arkansas at Fayetteville. He also holds bachelor's degrees in Spanish and Health and Physical Education from Centenary College in Shreveport, Louisiana. Dr. Buckwalter is a fellow in the American Physiological Society and the American College of Sports Medicine.

Alicia Estey, JD, MPH – Chief Financial and Operating Officer and Vice President for Finance and Operations and Bursar. Ms. Estey was named Chief Financial and Operating Officer and Vice President for Finance and Operations and Bursar on March 3, 2023. Ms. Estey served as Vice President for University Affairs and Chief of Staff from October 2019 through March 2, 2023. She joined the University in 2006 as the Special Assistant to the Vice President for Finance and Administration and has held several positions since, including

Director of Regulatory Compliance, Director of Tax Compliance, and Executive Director of Institutional Compliance and Ethics. Prior to her arrival at the University, Ms. Estey worked in tax at the J.R. Simplot Company. She holds a BBA in Accountancy from the University, a Master's in Public Health from the University of Massachusetts, Amherst, and a Juris Doctor from the University of Idaho.

Nancy Glenn, Ph.D. – Vice President for Research and Economic Development. Dr. Glenn has served the University since 2013 and was appointed Interim Vice President for Research and Economic Development in 2021, which interim appointment became permanent in May 2022. Various leadership roles, including director, department chair, Federal Relations Liaison, and a joint appointment with the Department of Energy have provided Dr. Glenn with a strong understanding of how universities and agencies operate across multiple divisions. Dr. Glenn earned her bachelor's degree in geological engineering from University of Nevada, Reno, her master's degree in Civil Engineering from UC Berkeley, and her doctorate in Geo-Engineering from University of Nevada, Reno.

Jeremiah B. Shinn – Vice President for Student Affairs and Enrollment Management. Dr. Shinn was named as Vice President for Student Affairs and Enrollment Management in December 2022. Immediately prior to his current role, Dr. Shinn served as Vice President for Student Affairs at Louisiana State University. Starting in 2010, Dr. Shinn served in various leadership positions at the University, and has also held positions at Indiana University and Eastern Michigan University. As a full-time administrator, Dr. Shinn is also an active teacher and researcher. He has taught more than 25 course sections at the undergraduate, master's, and doctoral levels and recently taught in LSU's higher education and student affairs graduate program. He researches organizational design, organizational culture, and the micropolitics of higher education organizations. His current research examines the effectiveness of graduate preparation programs for aspiring higher education and student affairs professionals. Dr. Shinn earned his Bachelor of Science from Arkansas Tech University, a master's degree in education from the University of Michigan, and his Ph.D. from Eastern Michigan University.

Matt Wilde J.D., – General Counsel. Mr. Wilde was named General Counsel in October 2015. Prior to holding such position, Mr. Wilde served as Deputy General Counsel for the Office of General Counsel, managing the day-to-day operations of the Office of General Counsel and the legal affairs of the University. Prior to joining the University in January 2013, Mr. Wilde served as Assistant City Attorney and Division Manager for the Boise City Council and Mayor's Office, the Department of Aviation and Public Transportation, including the Boise Airport, and the City's Department of Public Works. Mr. Wilde received his undergraduate degree in business administration from Pacific Lutheran University and his Juris Doctor from the University of Idaho.

CERTAIN UNIVERSITY FACILITIES

General. The University's Boise campus includes approximately 6.06 million gross square feet of facilities, with approximately 190 buildings. The Boise campus is approximately 236 acres, including some parcels owned by university affiliate organizations such as the Boise State University Foundation, Inc. (the "Foundation").

Facilities Generating Sales and Service Revenues. The following is a description of the University's major facilities from which Sales and Services Revenues are derived, including housing facilities, the Student Union Building, spectator and recreation facilities, and parking facilities.

Public Private Partnership Housing Facilities. In conjunction with the Honors College, the University opened Sawtooth Hall in 2017, a 642-bed residential Honors Project and additional first year housing. In addition to housing, Sawtooth Hall also includes offices, classrooms and food service. For Fiscal Years 2022, 2023 and 2024, the average fall semester occupancy rates for Sawtooth Hall were 100%, 99%, and 98%, respectively.

Sawtooth Hall is a partnership with EDR Boise, LLC, a subsidiary of Greystar, formerly Educational Realty Trust ("Greystar"). The University and Greystar entered into a 50-year ground lease to finance, construct, and operate Sawtooth Hall. Sawtooth Hall was financed with 100% equity from Greystar, and no current or future debt may be issued against the facility or Greystar's leasehold interest. The food service component is owned and operated by the University, through its food service provider. Greystar owns the residential portion of the project, subject to the ground lease, pursuant to which Greystar pays ground rent to the University.

In addition to Sawtooth Hall, the University entered into a five-year lease with Alpine Gardner, L.C., whereby the University is leasing fully furnished housing units for 278 residents, as well as retail space and a parking area with 78 stalls (the "Osprey"). The Osprey units have been added to the University's inventory and are available for lease for the 2024-2025 academic year and currently have an occupancy rate of 79%. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY–Leases."

University Owned Housing Facilities. The housing facilities owned by the University currently consist of (i) seven residence hall complexes, and two suite-style buildings where each unit has a kitchen, (ii) one townhome development, (iii) four apartment complexes and (iv) two suite-style apartment buildings that house students from a fraternity and a sorority, respectively.

University Residence Halls and Townhomes. The University's owned residence halls, suites, and townhomes can accommodate approximately 2,009 students and offer a variety of amenities, including computer labs and in-room high-speed internet connections; recreational and lounge space; laundry facilities; kitchen areas; and academic/study space. For Fiscal Years 2022, 2023, and 2024 the average fall semester occupancy rates for these complexes were 98%, 97% and 93%, respectively.

In conjunction with the opening of Sawtooth Hall in 2017, the University converted the John B. Barnes Towers (the "Towers"), a 300-bed residence hall complex, to use for only overflow housing. However, due to increased demand in 2019, the University has made the Towers part of its active housing through Spring 2025, after which time use of the Towers will be reevaluated. The initial reclassification increased the bed count and consequently lowered overall occupancy rates, though the number of students in University complexes increased.

New Residence Hall. The University is in the process of constructing a new residence hall financed with its General Revenue Project Bonds, Series 2023A Bonds that will add 450 beds for first year students. The new residence hall is expected to be open in Fall of 2025.

University Apartments. The University apartment complexes are available for students, including those with families, and provide over 200 apartments ranging in size from one bedroom to three bedrooms. For Fiscal Years 2022, 2023, and 2024 the average fall semester occupancy rates for the University's apartments were 98%, 95% and 82% respectively. In the 2023-2024 academic year, the University entered into an agreement whereby the City of Boise City, Idaho (the City") purchased the Park Apartments consisting of 47 units, thereby leaving the University with 156 apartments. The increased vacancy in Fiscal Year 2024 reflects vacant Park Apartments not being released due to the sale to the City, as well as units at Manor Apartments being taken offline.

Student Union Building. Initially constructed in 1967 and expanded in 1988 and 2008, the Student Union Building provides extensive conference and meeting spaces, a 430-seat performance theater, a retail food court, a central production kitchen, a resident student and visitor dining facility, a University Bronco Shop, a convenience store, a games area, and offices for admissions, student government and student

activities. The facilities infrastructure includes high speed LAN and video data capabilities and public lounges with wireless network capabilities. The building totals approximately 252,000 square feet.

Spectator and Recreation Facilities. The University's spectator and recreation facilities include Albertsons Stadium, the ExtraMile Arena, the Recreation Center and the Morrison Center. The following is a brief description of these facilities.

Albertsons Stadium. Originally constructed in 1970, and expanded in 1997, 2008, 2009 and 2012 to its current total capacity of 37,000 seats, Albertsons Stadium is Idaho's largest spectator facility. It is used for all of the University's intercollegiate home football games. The facility includes the press box, stadium suites, banquet facilities, a commercial kitchen, an additional Bronco Shop, office space, and concessions facilities. The Gene Bleymaier Football Complex, which opened in 2013, is a stand-alone addition to the Albertsons Stadium facilities, consisting of football offices and training facilities. This facility added 70,000 square feet of space. In 2023, a new 120-foot by 50-foot video/scoreboard was installed in the south end of the stadium to replace the smaller existing scoreboard and certain facility lighting upgrades were completed. The Stadium Project will renovate and update the north end of Albertsons Stadium. See "THE STADIUM PROJECT."

ExtraMile Arena. ExtraMile Arena was constructed in 1982 and serves as the University's indoor sports and entertainment complex. In its basketball configuration, the arena accommodates approximately 12,400 spectators. In addition to varsity sports contests, including the NCAA Basketball Tournament, it has been used for concerts, commencement ceremonies and other entertainment and community events, intramural activities and sports camps. The arena was remodeled during 2012, adding 36 upgraded restrooms.

The Recreation Center. The Student Recreation Center was completed in 2001. It is approximately 98,700 square feet and includes more than 25,000 square feet of open recreational space for three regulation size basketball courts and a multipurpose gymnasium; a large aerobics/cardiovascular multipurpose workout space; five racquetball/handball/squash courts; a running track with banked turns; a climbing wall; a first aid and athletic training area; classroom and activity spaces; indoor/outdoor meeting space; and an aquatic center added to the facility after 2001.

The Morrison Center. The Velma V. Morrison Center, which opened in 1984, is a 183,885 square foot center for performing arts that includes a ten story stage-house and seating for 2,000. The Morrison Center brings a wide range of artistic performances to the Boise community and provides academic instruction space at the University. The Morrison Center has been regularly ranked in the Top Five University Theatres in the Pacific Northwest by Venues Magazine; in 2016 and 2017, it was ranked #2 in the nation.

Parking Facilities. The University operates and maintains 45 surface parking lots of varying sizes and two parking garage facilities with a total of approximately 2,661 spaces, for a total of approximately 8,252 parking spaces. The University has a comprehensive parking plan to ensure that the parking system is financially self-supporting.

STUDENT BODY

The University enrolls more students than any other public institution in Idaho. In addition to having students from every Idaho county, students from all 50 states and over 65 countries attend the University. The University enrolls large numbers of both traditional age students and working adults. The University's official Fall 2023 enrollment was 26,727 students (based on headcount, with full-time equivalent enrollment of 18,121) as of the October 15, 2023 census date, and the University's official Fall 2024 enrollment was 27,250 students (based on headcount, with full-time equivalent enrollment of 18,564) as of the October 15, 2024 census date. Fall

2024 enrollment reflects an increase from Fall 2023 of 523 students based on headcount, and an increase of 443 students based on full-time equivalent enrollment.

The University suspended the standardized test requirement when COVID-19 impacted access to most testing and has kept the suspension in place. Recruitment strategies also include enhanced merit-based and need-based scholarships and statewide campaigns to promote college matriculation. Specifically related to improving retention, the University is providing more flexibility in advising schedules and delivery methods, has assigned academic coaches to returning students, implemented enhanced tutoring programs for certain courses with high drop-out rates, and outlined other measures to identify students at risk.

ENROLLMENT AND GRADUATION STATISTICS
(Fall Semester)

	2020	2021	2022	2023	2024
ENROLLMENT					
Headcount	24,103	25,829	26,162	26,727	27,250
Full Time Equivalents	16,962	17,640	17,736	18,121	18,564
UNDERGRADUATE STUDENTS					
Full Time	12,973	13,270	13,433	13,644	14,119
Part Time	7,815	9,162	9,529	9,899	9,911
GRADUATE STUDENTS					
Full Time	1,248	1,285	1,166	1,226	1,260
Part Time	2,067	2,112	1,670	1,958	1,960
STUDENTS FROM IDAHO	66%	66%	66%	69%	70%
FIRST YEAR UNDERGRADUATES/TRANSFERS					
Applied	18,693	18,905	20,004	18,949	19,119
Admitted	14,530	15,752	16,721	15,847	16,557
Enrolled	4,210	4,615	4,538	4,449	4,868
ACT Mean Score	24	23	23	24	23
DEGREES CONFERRED	**(2020-2021)**	**(2021-2022)**	**(2022-2023)**	**(2023-2024)**	**(2024-2025)** [(1)]
Associate	132	127	184	184	
Bachelor	3,754	3,946	3,856	4,098	
Master	1,075	1,062	1,028	1,072	
Doctorate	50	58	60	72	
Certificate[*]	704	818	735	992	

[(1)] Not yet available.
[*] Includes undergraduate, graduate and post-undergraduate certificates.

EMPLOYEES

As of June 30, 2024, University had approximately 5,668 employees. Faculty and staff include approximately 1,726 professional staff, 838 faculty and other academic appointments, and 483 classified employees. The University also employed approximately 1,666 students. The University is not a party to any collective bargaining agreement, although there are employee associations that bring salary issues and other concerns to the attention of the University. The University considers relations with its employees to be good.

EMPLOYEE RETIREMENT BENEFITS [HAWLEY TROXELL WILL UPDATE WHEN AVAILABLE]

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State's Public Employees' Retirement System of Idaho ("*PERSI*") or the Optional Retirement Program ("*ORP*"), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI. The University's classified employees, including its faculty hired prior to July 1, 1990, are covered under PERSI. Additionally, new faculty and professional staff who are vested in PERSI have the option of remaining in or returning to PERSI with written affirmation of this decision within 60 days of employment. PERSI is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the "*PERSI Board*"), appointed by the governor and confirmed by the State Senate, manages the system, including selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policy for asset allocation and other investment guidelines. The PERSI Board is charged with the fiduciary responsibility of administering the system.

PERSI is the administrator of seven fiduciary funds, including three defined benefit retirement plans, the Public Employee Retirement Fund Base Plan ("*PERSI Base Plan*"), the Firefighters' Retirement Fund and the Judges' Retirement Fund; two defined contribution plans, the Public Employee Retirement Fund Choice Plans 414(k) and 401(k); and two Sick Leave Insurance Reserve Trust Funds, one for State employers and one for school district employers.

PERSI membership is mandatory for eligible employees of participating employers. Employees must be: (i) working 20 hours per week or more; (ii) teachers working a half-time contract or greater; or (iii) persons who are elected or appointed officials. Membership is mandatory for State agency and local school district employees, and membership by contract is permitted for participating political subdivisions such as cities and counties. As of June 30, 2022, PERSI had 74,409 active members, 50,203 inactive members (of whom 15,489 are entitled to vested benefits), and 53,190 retired members or annuitants. In addition, as of June 30, 2022, there were 840 participating employers in the PERSI Base Plan and total membership in PERSI was 177,802.

The net position for all pension and other funds administered by PERSI decreased $2.8 billion in Fiscal Year 2022 and increased $5.0 billion during Fiscal Year 2021, respectively. The change in the defined benefit plans reflects the total of contributions received and investments return less benefits paid and administrative expenses. All of the plans experienced investment losses in Fiscal Year 2022 as a result of negative market performance. Net investment income/loss for all of the funds administered by PERSI for Fiscal Year 2022 and Fiscal Year 2021 was negative $2.4 billion and $5.3 billion, respectively.

Based on the July 1, 2022 actuarial valuation, PERSI's unfunded actuarial accrued liability increased by $3,435.4 million due to an asset loss recognized as of July 1, 2022. Specifically, PERSI's assets earned a net return after expenses of negative 9.66%, which is 15.96% below the actuarial assumption of 6.30%. All other actuarial experience gains and losses increased the unfunded actuarial accrued liability ("*UAAL*") by $407.1 million. Thus, the total experience loss for Fiscal Year 2022 was $3,842.5 million. The UAAL increased by $275.4 million due to the March 1, 2022 discretionary COLA of 2.5%. In addition, the UAAL decreased by $89.7 million because expected contributions plus assumed investment returns were more than the normal cost and the interest on the UAAL. All of this resulted in a change in funding status from a 99.8% funding ratio on July 1, 2021 to 82.6% on June 30, 2022. The funding ratio is the ratio of the actuarial value of the assets over the value of the actuarial accrued liability. The higher the funding ratio, the better the plan is funded.

Annual actuarial valuations for PERSI are provided by the private actuarial firm of Milliman, which has provided the actuarial valuations for PERSI since PERSI's inception. As a result of the statutory requirement that the amortization period for the UAAL be 25 years or less, the PERSI Board must annually analyze contribution

rates. The current contribution rates, as listed below, are adequate to amortize the normal cost and UAAL balance over the required 25-year period.

Contribution Rates

Member		Employer	
General/ Teacher	Fire/ Police	General/ Teacher	Fire/ Police
7.16%	8.81%	11.94%	12.28%

Source: Financial Statements June 30, 2021 Public Employee Retirement System of Idaho

The most recent major experience study, completed in August 2021, covered the period July 1, 2015 through June 30, 2020. The next major PERSI experience study is anticipated to be completed in 2025 and will cover the period of July 1, 2020 through June 30, 2024.

The University's required and paid contributions to PERSI for Fiscal Year 2022 and Fiscal Year 2021 were $3,921,730 and $3,606,266, respectively. Contribution requirements of PERSI and its members are established by the PERSI Board within limitations, as defined by State law.

Under Governmental Accounting Standards Board ("*GASB*") Statement No. 68, the University is required to record a liability and expense equal to its proportionate share of the collective net pension liability and asset of PERSI. On June 30, 2022 and June 30, 2021, the University reported an asset of $639,122 and a liability of $20,341,665, respectively, for its proportionate share of net pension liability under PERSI. The University's proportion of the net pension liability and asset was based on the share of contributions by the University relative to the total contributions of all participating PERSI employers. On July 1, 2021 and July 1, 2020, the University proportion was 0.809% and 0.880%, respectively.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at www.persi.idaho.gov (which website is provided purely for convenience and is not incorporated or made a part of this Official Statement by this reference). Much of the information in this section comes from the PERSI Financial Statements, June 30, 2022, and therefore the information is from a source not within the University's control.

ORP. Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a one-time opportunity in 1990 to withdraw from PERSI and join ORP. ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teacher's Insurance Annuity Association and Variable Annuity Life Insurance Corporation.

Employee contribution requirements for ORP are based on a percentage of total payroll. Employer contributions are determined by the State of Idaho. The University's required and paid contributions to ORP for Fiscal Year 2022 and Fiscal Year 2021 were $15,078,000 and $13,841,000, respectively. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions it is required to make to ORP to date.

For additional information concerning the University's pension benefits, see Note 10 of "Appendix A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023."

OPEB. The University participates in other multiple-employer defined benefit post-employment benefit plans relating to health and disability for retired or disabled employees that are administered by the State of Idaho,

as agent, as well as a single-employer defined benefit life insurance plan. Idaho Code establishes the benefits and contribution obligations relating to these plans. The University funds these benefits on a pay-as-you-go basis, which the University has continued to make on a timely basis; the University has not set aside any assets to pay future benefits under such plans. On June 30, 2024, the University reported $851,072 as its proportionate share of the total OPEB asset. For additional information concerning post-retirement benefits other than pensions, see Note 11 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023."

INSURANCE

The University has liability coverage under commercial insurance policies and self-insurance through the State of Idaho Retained Risk Fund. University buildings are covered by all risk property insurance on a replacement cost basis.

FINANCIAL INFORMATION REGARDING THE UNIVERSITY

The principal sources of University revenues are direct appropriation of State revenues by the State legislature (the "*Legislature*"), Student Fees, federal government appropriations, grants and contracts, gifts to the University, F&A Recovery Revenues, Investment Income, Sales and Services Revenues, and Other Operating Revenues. Of these revenue sources, Student Fees, Investment Income, Sales and Services Revenues, F&A Recovery Revenues, and Other Operating Revenues are included in Pledged Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain Pledged Revenues. See "SECURITY FOR THE 2025A BONDS."

STATE APPROPRIATIONS

Legislatively approved State appropriations represent approximately 23% of the University's total annual revenues for Fiscal Year 2024. Such revenues are not included as Pledged Revenues. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the fiscal year beginning the following July 1. The Legislature may also adjust budgets and appropriations for the fiscal year during which the Legislature is meeting.

If, in the course of a fiscal year, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor, by executive order, may reduce ("*Holdback*") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State, and the Governor may request that the Board of Examiners approve a reversion ("*Reversion*") which would make the temporary Holdback permanent and return appropriations to the General Fund.

The table below sets forth the Legislative appropriations from the State General Fund for all higher education institutions and for the University for the fiscal years shown.

State General Fund Appropriations

	2021[4]	2022	2023	2024	2025
Colleges and Universities[1]	$306,852,800	$313,109,200	$338,065,500	$353,942,200	$365,098,400
Boise State University[2, 3]	$ 107,580,200	$ 109,688,200	$120,502,400	$125,254,900	$128,884,400
Percentage Increase (Decrease) over prior year for the University	2.3%	2.0%	9.9%	3.9%	2.9%

[1] Source: Sine Die Report for the respective legislative years.
[2] Source: Legislative appropriations bills for the respective legislative years: House Bill 641 for Fiscal Year 2021, House Bill 387 for Fiscal Year 2022, House Bill 776 for Fiscal Year 2023, Senate Bill 1176 for Fiscal Year 2024, and House Bill 458 and House Bill 734 for Fiscal Year 2025.
[3] Amounts do not tie to University's audited financial statements due to adjustments during the respective fiscal years.
[4] For Fiscal Year 2021, the Governor recommended, and the Legislature approved, a 2% General Fund reduction in response to revenue effects of COVID-19. In addition, the Governor approved a 5% one-time Holdback.

In addition to State General Fund appropriations, the 2022 and 2023 Legislature allocated certain one-time funding to address deferred maintenance needs at all state agencies. This will include maintenance, repairs, and renewal projects that have been deferred in past years due to a lack of resources or perceived low priority. The State will fund approximately $92.2 million to address deferred maintenance projects.

GRANTS AND CONTRACTS

Through various grant and contract programs, the United States government and various other public and private sponsoring agencies provide a substantial percentage of the University's current revenues. The use of such funds is usually restricted to specific projects and is not included in the appropriated budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships, scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these grants and contracts. For Fiscal Year 2024, total grants and contracts were $71,783,356. This amount includes $12,207,721 of F&A Recovery Revenues included in Pledged Revenues, which consist of revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University. The University also received $10,883,748 in pledged F&A Recovery Revenues on Federal Grant Aid Revenue, non-sponsored pandemic aid. See "SECURITY FOR THE 2025A BONDS–Pledged Revenues–Facilities and Administrative Recovery Revenues" and "Historical Revenues Available For Debt Service" above. The University also received $22,780,165 in federal Pell Grants for the 2024 Fiscal Year. The following table displays federally funded expenditures for each of the last five fiscal years:

GRANTS AND CONTRACTS EXPENDITURES
(in 000s)*

	2020	2021	2022	2023	2024
Federal	$40,465	$46,091	$54,644	$57,759	$61,089
Non-Federal	$9,504	$11,560	$ 9,100	$ 9,332	$10,694
Total	$49,969	$57,651	$63,744	$67,092	$71,783

*Excludes Federal financial aid.

Pledged Revenues do not include Restricted Fund Revenues, which consist of revenues that the University is obligated to spend in accordance with restrictions imposed by external third parties, such as revenues from grants, contracts, gifts and scholarships.

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, and deferred payments, totaled approximately $170 million for Fiscal Year 2024. Of such amount, approximately $52 million was in the form of direct student loans.

Fall 2024 saw the first class of students entering the University utilizing the State funded Idaho Launch Grant ("Launch"). Launch is a grant program that provides students an opportunity to have 80% of the published tuition and fees at an eligible institution covered, up to a maximum amount of $8,000. For the Fall of 2024, 9,160 Launch awards were made statewide with approximately 1,250 University students receiving awards. While Launch does not provide additional funds to the University, it may help drive enrollment.

Due to uncertainty with respect to the amount of federal grants, donations, and other sources the University expects to receive for the purpose of providing financial aid, the University cannot determine the amount of financial aid that will be available in future years.

BUDGET PROCESS

The University operates on an annual budget system. Its Fiscal Year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the offices of the President and the Chief Financial and Operating Officer, in collaboration with the departmental faculty and administrative officers. The internal budget process concludes with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University Administration to the Board in August of each year.

The University's operating budget is approved by the Board prior to the commencement of the Fiscal Year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards of the State's other institutions of higher education, approves the annual budgets for those institutions as well.

INVESTMENT POLICY

Board policy establishes permitted investment categories for the University. The University's investment policy establishes, in order of priority, safety of principal preservation, ensuring necessary liquidity, and achieving a maximum return, as the objectives of its investment portfolio. See Note 2 of "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023." Moneys in Funds and Accounts established under the Resolution are required to be invested in Investment Securities, as described in "APPENDIX D– SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS – Establishment of Funds; Revenue Fund; Bond Fund; Flow of Funds; Investment of Funds." The University has not experienced any significant investment losses or unexpected limitations on the liquidity of its short-term investments. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023" for further information.

NO INTEREST RATE SWAPS

The University has not entered into any interest rate swaps or other derivative products.

BOISE STATE UNIVERSITY FOUNDATION, INC.

The Foundation is a nonprofit corporation organized under State law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. An approximately 41-member board of directors manages the Foundation. Jim Martin currently serves as Chairman of the board of directors of the Foundation. Argia Beristain currently serves at the Interim Chief Executive Officer of the Foundation and a search is underway to fill the position permanently.

Effective July 1, 2024, in accordance with the operating agreement and a service agreement between the University and the Foundation, the Foundation expanded the scope of services provided to the University to include advancement functions, such as fundraising, donor engagement, alumni relations, and other related services previously provided by the University's advancement division. As a result, the advancement team at the University is now exclusively loaned to the Foundation for the provision of those services.

Financial statements for the Foundation are contained in Note 14 to the University's financial statements. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023." Net assets of the Foundation on June 30, 2024 were $247,546,643.

The Foundation handles donor cultivation and giving campaigns and resulting gifts are recorded by the Foundation. In Fiscal Years 2022, 2023 and 2024, gifts recorded by the Foundation totaled approximately $25.9 million, $28.2 million, and $28.5 million, respectively.

During Fiscal Year 2024, the Foundation on behalf of the University launched "Unbridled: The Campaign for Boise State University" (the "Unbridled Campaign"). The Unbridled Campaign is a fundraising effort to support the University's strategic plan "Blueprint for Success 2021-2028" with a goal of $500 million by 2028. The Unbridled Campaign is organized into three broad categories: Student Success and Access, Relentless Faculty Innovation and Athletics: Positioned for What's Next. The Unbridled Campaign has generated $346 million toward the goal and Fiscal Year 2024 was the third consecutive record-setting fundraising year with a total of $61.3 million raised. Donor support has been and will continue to be an important pillar of funding for the University.

In addition to the Unbridled Campaign, the University is the beneficiary of a $25,000,000 estate gift from Allen and Billie Dee Noble, for the "benefit of Bronco football." This is the largest one-time gift in the University's history. Fifteen million dollars has currently been received by the University and the remainder will be received in 2025.

FUTURE CAPITAL PROJECTS

To address the education needs of the region and the facilities needs of the growing student body, the University implemented a Strategic Facility Fee in 2006, which the University merged with other facility fees in 2016 as part of the combined Capital Projects and Facilities Fee. The Capital Projects and Facilities Fee is a component of Student Fees which is included in Pledged Revenues. Revenues from the Capital Projects and Facilities Fee are intended to be used, together with donations, Permanent Building Fund monies provided by the State of Idaho, capital grants, and University reserves to provide funds for construction of buildings pursuant to the University's Campus Master Plan.

The University is in the planning and design phase for a new facility for the Construction Management program, with approximately 12,000 square feet containing laboratory structures, state of the art learning environments and a 45-seat computer and technology classroom. Total budget is approximately $7.6 million, and the project is intended to be funded primarily through donations and in-kind support. The University has entered into a ground lease with the Foundation, who will construct the facility. It is anticipated that upon completion,

the ground lease will terminate, and the Foundation will donate the improvements and the University will own and occupy the building for its construction management program.

The University is in the planning and design phase to renovate the Auxiliary Gym inside ExtraMile Arena. The renovation includes a new weight room facility, offices for coaches and support staff, a conference room and a video board. The preliminary project budget is $6 million and will be funded through donations and University reserves.

The University's next academic priority for construction is a Science Building. The University has received planning and design approval and has engaged a designed team. The State appropriated $30,000,000 towards the project and construction is expected to occur in 2027. The total project budget is approximately $130 million and will be funded with the State appropriation, institutional reserves and debt financing.

The University is also working on a joint rehabilitation project with the City in a neighborhood adjacent to the University's main campus to include additional housing, parking and amenities. It is not expected to be financed by the University. The University and City have engaged J. Fisher Companies in the development process. The portion of the project located on City land is expected to break ground in 2025 and the portion on University land will follow in 2025 or 2026.

The University is in the predevelopment phases of a faculty and staff housing project with deChase Miksis, which is intended to address the increasing housing costs in the greater Boise area. It is expected to break ground in 2025, with occupancy in 2026 and is not expected to be financed by the University.

The University continues to evaluate future facility needs, including structured parking with incorporated mixed use and maintenance of existing facilities.

LEASES

The University leases building and office facilities under various non-cancelable leases. Total costs for such leases were approximately $710,000 for Fiscal Year 2023 and $616,000 for Fiscal Year 2024.

In Fiscal Year 2023, the University entered into a five-year agreement to lease with Alpine Gardner, L.C. the Osprey. The facility has now been completed and as of August 1, 2024, the University became responsible for the lease payments with an initial annual rent of $3,100,000. Rent will increase by 3% each year thereafter and will be covered by income generated from the facility's operations. See "THE UNIVERSITY–Pledged Revenues–Certain University Facilities—Public Private Partnership Housing Facilities."

CYBERSECURITY AND TECHNOLOGICAL RELIABILITY

The University has a robust, redundant, and scalable information technology infrastructure for support of core University systems, as well as a strong set of cybersecurity policies and procedures to protect its systems and proprietary information, and to ensure compliance with state and federal regulations. The University's annual audit reviews cybersecurity policies and procedures. Additionally, the University, through the State of Idaho's Risk Management Program, maintains cyber liability insurance to help offset any financial risks that may result from a cybersecurity breach. As with all risks to which the University is exposed, loss or breach can result in legal and/or regulatory claims. The University has not experienced a material cybersecurity breach in the past five years.

OUTSTANDING DEBT

The University has the following debt outstanding as of June 30, 2024:

	Original Issue Amount	Amount Outstanding
General Revenue Refunding Bonds, Series 2015A[(1)]	$31,210,000	$22,925,000
General Revenue Refunding Bonds, Series 2016A	$66,145,000	$49,985,000
General Revenue Project and Refunding Bonds, Series 2017A	$67,860,000	$54,335,000
General Revenue Project Bonds, Series 2018A	$18,465,000	$14,030,000
General Revenue Refunding Bonds, Series 2020A	$9,940,000	$8,525,000
General Revenue Project and Refunding Bonds, Series 2020B (Taxable)	$44,550,000	$39,985,000
General Revenue Project Bonds, Series 2023A	$43,495,000	$43,125,000
Total:	**$281,665,000**	**$232,910,000**

(1) Does not reflect those bonds being refunded with the proceeds of the 2025A Bonds.

For additional information regarding the University's outstanding debt, see Notes 8 and 9 of "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023."

FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Years ended June 30, 2024 and 2023, which are included as APPENDIX A to this Official Statement, have been audited by CliftonLarsonAllen LLP, independent auditors, as stated in their report appearing therein. CliftonLarsonAllen LLP has not been engaged to perform and has not performed, since the date of such report, any procedures on the financial statements addressed in the report. CliftonLarsonAllen LLP has not performed any procedures relating to this Official Statement and has not consented to the use of the financial statements of the University in this Official Statement.

PUBLIC HEALTH PANDEMICS OR OUTBREAKS

Pandemics and health emergencies may adversely impact the University and its revenues, expenses, and financial condition. The COVID-19 pandemic affected the entire world, including the State and local region. The impact that the COVID-19 pandemic had on commerce, financial markets, the State, and region was and may continue to be significant evolving over the next several years. The World Health Organization announced on May 5, 2023, that COVID-19 is no longer a global health emergency although COVID 19 may continue to exist and potentially mutate. It is not possible to predict (i) the geographic spread of the virus as it evolves or whether any other public health pandemics may emerge; (ii) the severity of COVID-19 mutations or other pandemics; (iii) the duration of future pandemics; (iv) actions that may be taken by governmental authorities in the future to contain or mitigate future pandemics; (v) the future development of medical therapeutics or vaccinations; (vi) future travel restrictions; or (vii) the impact of any future pandemics on the local or global economy. Prospective investors should assume that the restrictions and limitations instituted related to future public health pandemics may occur.

ATHLETIC CONFERENCE REALIGNMENT

On September 11, 2024, the University signed a term sheet whereby Boise State, together with a number of other higher education institutions, agreed to join the Pac-12 Athletic Conference (the "Pac-12") effective July 1, 2026 (the "Term Sheet"). The Term Sheet provides that in exchange for conference membership and an equal share of anticipated conference revenue ("Conference Revenues"), as well as a one-time contribution from the Pac-12 of approximately $3.5 million to address interim deficits resulting from the withholding of distributions by the Mountain West Conference, the University will grant the Pac-12 its media rights for all Pac-12 sports for a period of 4-5 years (the "Media Rights Period"). The Term Sheet also provides that, should the University withdraw from the Pac-12 during the grant of Media Rights Period, it will be responsible to pay exit fees. Future Conference Revenues are currently unknown but are expected to be greater than revenues received from the University's current conference and agreements, partially due to the opportunity for increased media rights revenues. As a result of existing agreements with the Mountain West Conference, the University may incur exit fees in connection with this conference realignment. The total amount of exit fees is based on a formula and is anticipated to be no greater than $20 million.

TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below, (i) interest on the 2025A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Tax Code, (ii) interest on the 2025A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b) of the Tax Code; however, to the extent such interest is included in calculating the "adjusted financial statement income" of "applicable corporations" (as defined in Sections 56A and 59(k), respectively, of the Tax Code), such interest is subject to the alternative minimum tax applicable to those corporations under Section 55(b) of the Tax Code for tax years beginning after December 31, 2022, and (iii) interest on 2025A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS.". For purposes of this paragraph and the succeeding discussion, "interest" includes the original issue discount on certain of the 2025A Bonds only to the extent such original issue discount is accrued as described herein.

The Tax Code imposes several requirements which must be met with respect to the 2025A Bonds in order for the interest thereon to be excluded from gross income and alternative minimum taxable income. Certain of these requirements must be met on a continuous basis throughout the term of the 2025A Bonds. These requirements include: (a) limitations as to the use of proceeds of the 2025A Bonds; (b) limitations on the extent to which proceeds of the 2025A Bonds may be invested in higher yielding investments; and (c) a provision, subject to certain limited exceptions, that requires all investment earnings on the proceeds of the 2025A Bonds above the yield on the 2025A Bonds to be paid to the United States Treasury. The University covenants and represents in the Resolution that it will take all steps to comply with the requirements of the Tax Code to the extent necessary to maintain the exclusion of interest on the 2025A Bonds from gross income and alternative minimum taxable income under federal income tax laws in effect when the 2025A Bonds are delivered. Bond Counsel's opinion as to the exclusion of interest on the 2025A Bonds from gross income and alternative minimum taxable income is rendered in reliance on these covenants and assumes continuous compliance therewith. The failure or inability of the University to comply with these requirements could cause the interest on the 2025A Bonds to be included in gross income, alternative minimum taxable income or both from the date of issuance. Bond Counsel's opinion also is rendered in reliance upon certifications of the University and other certifications furnished to Bond Counsel. Bond Counsel has not undertaken to verify such certifications by independent investigation.

Section 55 of the Tax Code contains a 15% alternative minimum tax on the "adjusted financial statement income" of "applicable corporations" (as those terms are defined in Sections 56A and 59(k), respectively, of the Tax Code). "Applicable corporations" are generally corporations with average annual adjusted financial statement

income over a three-year period of $1 billion or more. "Adjusted financial statement income" generally means the net income or loss of a corporation (including interest on the 2025A Bonds) as set forth on the corporation's applicable financial statement, adjusted as provided in Section 56A of the Tax Code. This 15% alternative minimum tax is applicable for tax years beginning after December 31, 2022. Corporations should consult their tax advisors about whether the corporation is an "applicable corporation" and if the corporation is such an applicable corporation, about the calculation of "adjusted financial statement income" and the alternative minimum tax for the corporation.

With respect to the 2025A Bonds that were sold in the initial offering at a discount (the "Discount Bonds"), the difference between the stated redemption price of the Discount Bonds at maturity and the initial offering price of those bonds to the public (as defined in Section 1273 of the Tax Code) will be treated as "original issue discount" for federal income tax purposes and will, to the extent accrued as described below, constitute interest which is excluded from gross income or alternative minimum taxable income under the conditions described in the preceding paragraphs. The original issue discount on the Discount Bonds is treated as accruing over the respective terms of such Discount Bonds on the basis of a constant interest rate compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 with straight line interpolation between compounding dates. The amount of original issue discount accruing each period (calculated as described in the preceding sentence) constitutes interest which is excluded from gross income or alternative minimum taxable income under the conditions and subject to the exceptions described in the preceding paragraphs and will be added to the owner's basis in the Discount Bonds. Such adjusted basis will be used to determine taxable gain or loss upon disposition of the Discount Bonds (including sale or payment at maturity). Owners should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount Bonds.

Original issue discount may be included in "adjusted financial statement income" of "applicable corporations" for the purpose of the corporate alternative minimum tax imposed under Section 55(b) of the Tax Code for taxable years beginning after December 31, 2022. For this purpose, accrued original issue discount on the Discount Bonds may be deemed to be received and included in adjusted financial statement income in the year of accrual even though there will not be a corresponding cash payment. Applicable corporations should consult their tax advisors with respect to the appropriate timing and amount of original issue discount to include in "adjusted financial statement income" in any particular tax year beginning after December 31, 2022.

Owners who purchase Discount Bonds after the initial offering or who purchase Discount Bonds in the initial offering at a price other than the initial offering price (as defined in Section 1273 of the Tax Code) should consult their own tax advisors with respect to the federal tax consequences of the ownership of the Discount Bonds. Owners who are subject to state or local income taxation should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.

The Tax Code contains numerous provisions which may affect an investor's decision to purchase the 2025A Bonds. Owners of the 2025A Bonds should be aware that the ownership of tax-exempt obligations by particular persons and entities, including, without limitation, financial institutions, insurance companies, recipients of Social Security or Railroad Retirement benefits, taxpayers who may be deemed to have incurred or continued indebtedness to purchase or carry tax-exempt obligations, foreign corporations doing business in the United States and certain "subchapter S" corporations may result in adverse federal and state tax consequences. Under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the 2025A Bonds made to any owner who fails to provide certain required information, including an accurate taxpayer identification number, to certain persons required to collect such information pursuant to the Tax Code. Backup withholding may also be applied if the owner underreports "reportable payments" (including interest and dividends) as defined

in Section 3406, or fails to provide a certificate that the owner is not subject to backup withholding in circumstances where such a certificate is required by the Tax Code. Certain of the 2025A Bonds were sold at a premium, representing a difference between the original offering price of those 2025A Bonds and the principal amount thereof payable at maturity. Under certain circumstances, an initial owner of such bonds (if any) may realize a taxable gain upon their disposition, even though such bonds are sold or redeemed for an amount equal to the owner's acquisition cost. Bond Counsel's opinion relates only to the exclusion of interest (and, to the extent described above for the Discount Bonds, original issue discount) on the 2025A Bonds from gross income and alternative minimum taxable income as described above and will state that no opinion is expressed regarding other federal tax consequences arising from the receipt or accrual of interest on or ownership of the 2025A Bonds. Owners of the 2025A Bonds should consult their own tax advisors as to the applicability of these consequences.

The opinions expressed by Bond Counsel are based on existing law as of the delivery date of the 2025A Bonds. No opinion is expressed as of any subsequent date nor is any opinion expressed with respect to pending or proposed legislation. Amendments to the federal or state tax laws may be pending now or could be proposed in the future that, if enacted into law, could adversely affect the value of the 2025A Bonds, the exclusion of interest (and, to the extent described above for the Discount Bonds, original issue discount) on the 2025A Bonds from gross income or alternative minimum taxable income or both from the date of issuance of the 2025A Bonds or any other date, the tax value of that exclusion for different classes of taxpayers from time to time, or that could result in other adverse tax consequences. In addition, future court actions or regulatory decisions could affect the tax treatment or market value of the 2025A Bonds. Owners of the 2025A Bonds are advised to consult with their own tax advisors with respect to such matters.

The Internal Revenue Service (the "Service") has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includable in the gross income of the owners thereof for federal income tax purposes. No assurances can be given as to whether or not the Service will commence an audit of the 2025A Bonds. If an audit is commenced, the market value of the 2025A Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the 2025A Bond owners may have no right to participate in such procedures. The University has covenanted in the Resolution not to take any action that would cause the interest on the 2025A Bonds to lose its exclusion from gross income for federal income tax purposes or lose its exclusion from alternative minimum taxable income for the owners thereof for federal income tax purposes. None of the University, the Municipal Advisor, the Underwriter or Bond is responsible for paying or reimbursing any 2025A Bondholder with respect to any audit or litigation costs relating to the 2025A Bonds.

MUNICIPAL ADVISOR

The University has retained Piper Sandler & Co., Boise, Idaho, as municipal advisor (the "Municipal Advisor") in connection with the preparation of the University's financing plans and with respect to the authorization and issuance of the 2025A Bonds. The Municipal Advisor is not obligated to undertake and has not undertaken to make any independent verification or to assume responsibility for the accuracy, completeness, or fairness of the information contained in this Official Statement. The Municipal Advisor is a full-service investment banking firm that provides financial advisory and underwriting services to state and local governmental entities. While under contract to the University the Municipal Advisor may not participate in the underwriting of any University debt.

UNDERWRITING

The 2025A Bonds are being purchased by the Underwriter. The purchase contract provides that the Underwriter will purchase all of the 2025A Bonds, if any are purchased, at a price of $_____, representing the aggregate principal amount of the 2025A Bonds, plus original issuance premium of $_____, and less an Underwriter's discount of $_____.

The Underwriter may offer and sell the 2025A Bonds to certain dealers (including dealers depositing the 2025A Bonds in investment trusts) and others at prices lower than the initial offering prices (or prices corresponding to the yields) stated on the inside cover page hereof.

RATINGS

Moody's Investors Service has assigned its municipal rating of "____" to the 2025A Bonds. S&P Global Ratings has assigned its municipal rating of "_____ to the 2025A Bonds.

The ratings reflect only the views of the rating agencies. An explanation of the significance of the ratings may be obtained from the rating agencies. There is no assurance that such ratings will continue for any given period of time or that the ratings may not be revised or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision or withdrawal of such ratings will be likely to have an adverse effect on the market price or marketability of the 2025A Bonds.

LITIGATION

The University has reported that, as of the date hereof, there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance or sale of the 2025A Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the 2025A Bonds, the pledge and application of Pledged Revenues, or the existence or powers of the University.

On October 1, 2021, Big City Coffee LLC filed a state court lawsuit against the University and four named employees alleging claims arising out of the coffee shop's departure from its licensed premises in the Albertsons Library on campus. After dismissing all claims against the University as an entity, all official claims against University employees, and all individual capacity claims against two of the four employees, including the University's President, the State district court left one claim for trial – First Amendment retaliation. The University is required to defend and indemnify employees, even individual capacity claims against employees, through State Risk Management, a division of the Idaho Department of Administration.

On September 13, 2024, the district court's empaneled jury issued a verdict in favor of the plaintiff in this case, ordering approximately $4 million in damages. The University has filed post-trial motions, most of which are currently pending, following oral argument. The Plaintiff has filed a motion for attorney fees and costs which is also pending. The University is planning to appeal the judgment. The University's insurance will fund damages awarded with the exception of punitive damages in the amount of $1 million, which the University expects to pay in the event an appeal is unsuccessful.

On October 7, 2024, Judge Claudia Wilken in the Northern District of California preliminarily approved a proposed settlement of three antitrust cases against the NCAA and the five biggest and most competitive athletic conferences (the "House Settlement"). The University is not a party to the House Settlement but has announced its intent to opt-in to the House Settlement, which is expected to be fully considered and approved or modified by April of 2025. If approved, the impact is not currently known, but the University could receive up to $500,000 less annually from NCAA distributions over the next ten years. The University does not expect the House Settlement to have a materially adverse financial impact on Pledged Revenues. At this time, the impact of the House Settlement is largely unknown, and these statements are speculative in nature. The impact of the House Settlement may change during the next year or several years.

APPROVAL OF LEGAL MATTERS

All legal matters incident to the authorization and issuance of the 2025A Bonds are subject to the approval of Hawley Troxell Ennis & Hawley LLP, Bond Counsel to the University. Bond Counsel's approving opinion in the form of Appendix F hereto will be delivered with the 2025A Bonds. Certain legal matters will be passed upon for the University by the Office of General Counsel. Certain matters will be passed upon for the Underwriter by its counsel, Foster Garvey PC, and by Hawley Troxell Ennis & Hawley LLP, in its role as disclosure counsel to the University. Any opinion delivered by Foster Garvey PC will be limited in scope, addressed only to the Underwriter and cannot be relied upon by investors.

CONTINUING DISCLOSURE

The University will enter into a Continuing Disclosure Undertaking (the "*Undertaking*") for the benefit of the Beneficial Owners of the 2025A Bonds. Pursuant to the Undertaking, the University will agree to provide certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12 (the "*Rule*") adopted by the Securities and Exchange Commission. The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and the other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is included as APPENDIX E to this Official Statement.

The University failed to timely file one table required to be included in its annual operating data with respect to the University's General Revenue Project Bonds, Series 2018A. On February 27, 2020, the University filed a Failure to File Notice, and filed and properly linked the missing table to all CUSIP numbers. In 2022, the University discovered that it failed to link its financial statements and annual operating data for Fiscal Year 2020 and Fiscal Year 2021 directly to the University's General Revenue Refunding Bonds, Series 2020A Bonds and General Revenue Project and Refunding Bonds, Series 2020B (Taxable). The information was available on the University's home issuer page under the "Financial Disclosures" tab. On February 10, 2022, the University filed a Failure to File Notice and properly linked the missing data to all CUSIP numbers. The University has identified the source of these errors and has updated its internal safeguards to ensure that all required annual operating data moving forward is filed in accordance with the Rule and the undertakings.

A failure by the University to comply with the Undertaking must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the 2025A Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the 2025A Bonds and their market price. See also "APPENDIX E– PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING– Consequences of Failure of the University to Provide Information."

BOISE STATE UNIVERSITY

By_____
Chief Financial and Operating Officer and
Vice President for Finance and Operations
and Bursar

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APPENDIX A
AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023

APPENDIX B
SCHEDULE OF STUDENT FEES

The following table sets forth the Student Fees of the University at the rates in effect for Fiscal Year 2025. The amounts shown as Annual Estimated Revenue reflect the University's estimates based on estimated of collections for Fall 2024, Spring 2025 and Summer 2025.

The University's estimates include certain assumptions concerning refunds, late fees and other variables with respect to individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University's best estimate of fee revenues. The number of students used to calculate Estimated Annual Revenue is less than the total number of full-time equivalent students as a result of the University's policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. Full-time undergraduate students are defined as students taking 12 credit hours or more and full-time graduate students are defined as students taking nine credit hours or more per semester.

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APPENDIX C
GLOSSARY OF TERMS USED
IN THE RESOLUTION AND OFFICIAL STATEMENT

(See attached)

APPENDIX D
SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION

(See attached)

APPENDIX E
PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING

(See attached)

APPENDIX F
PROPOSED FORM OF OPINION OF BOND COUNSEL

(See attached)

APPENDIX G
BOOK ENTRY ONLY SYSTEM

THE DEPOSITORY TRUST COMPANY

SAMPLE OFFERING DOCUMENT LANGUAGE DESCRIBING BOOK-ENTRY-ONLY ISSUANCE

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company ("*DTC*"), New York, NY, will act as securities depository for the securities (the "*Securities*"). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds $500 million, one certificate will be issued with respect to each $500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("*Direct Participants*") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("*DTCC*"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("*Indirect Participants*"). DTC has a Standard & Poor's rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC's records. The ownership interest of each actual purchaser of each Security ("*Beneficial Owner*") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. [Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.]

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

[9. A Beneficial Owner shall give notice to elect to have its Securities purchased or tendered, through its Participant, to [Tender/Remarketing] Agent, and shall effect delivery of such Securities by causing the Direct Participant to transfer the Participant's interest in the Securities, on DTC's records, to [Tender/Remarketing] Agent. The requirement for physical delivery of Securities in connection with an optional tender or a mandatory purchase will be deemed satisfied when the ownership **rights** in the Securities are transferred by Direct Participants on DTC's records and followed by a book-entry credit of tendered Securities to [Tender/Remarketing] Agent's DTC account.]

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT AND REFUNDING BONDS, SERIES 2025A

Adopted December 18, 2024

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SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project and Refunding Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to $51,045,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

* * * * * *

WHEREAS, Boise State University (the "**University**") is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University (the "**Board**"), is authorized, pursuant to the Constitution of the State of Idaho title 33, chapter 38, Idaho Code, and title 57, chapter 5, Idaho Code (collectively, the "**Act**"), to issue bonds to finance or refinance "projects," as defined in such Act; and

WHEREAS, on September 17, 1992, the Board adopted a resolution providing for the issuance of revenue bonds thereunder pursuant to supplemental resolutions thereof for future projects or refinancing purposes, which resolution has been amended and supplemented from time to time (as amended and supplemented, the "**Resolution**"); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds (as defined in the Resolution) upon compliance with the requirements thereof; and

WHEREAS, the Board has determined, pursuant to Section 33-3805, Idaho Code, that it is both necessary and economically feasible for the University to finance all or a portion of an expansion of the north end of the end zone of Albertsons Stadium (the "**2025 Project**"); and

WHEREAS, the Board has determined to refund certain of its Bonds previously issued under the Resolution; and

WHEREAS, on April 16, 2015, the Board adopted a Supplemental Resolution (the "**2015 Resolution**") providing for the issuance of up to $31,210,000 General Revenue Refunding Bonds, Series 2015A (the "**2015A Bonds**"), which 2015A Bonds were issued on April 30, 2015; and

WHEREAS, Schedule 1 attached hereto identifies certain outstanding 2015A Bonds, subject to call and redemption prior to maturity pursuant to the 2015 Resolution (the "**2015A Refunding Candidates**"); and

WHEREAS, the Board has determined that all or a portion of the 2015A Refunding Candidates (the portion of such bonds to be refunded being referred to herein "**Refunded Bonds**") may be refunded at a debt service savings to the University; and

WHEREAS, to provide funds to finance all or a portion of the 2025 Project and to refund the Refunded Bonds, and to pay the Costs of Issuance therefor, the Board desires to authorize the issuance of its General Revenue Project and Refunding Bonds, Series 2025A (the "**Series 2025A Bonds**" or "**2025A Bonds**"); and

WHEREAS, pursuant to Section 57-235, Idaho Code, the Board desires to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the 2025A Bonds and other matters.

NOW, THEREFORE, be it resolved by the Board of Trustees of Boise State University as follows:

ARTICLE I
DEFINITIONS

Section 101. Definitions.

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

"**Bond Purchase Agreement**" means the Bond Purchase Agreement between the Board and the Underwriter in substantially the form authorized in Section 203 herein, setting forth the terms and conditions of the negotiated sale of the 2025A Bonds, the final version of which to be presented to the Delegated Officer of the University for approval and execution upon sale of the 2025A Bonds.

"**Bond Register**" means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the 2025A Bonds.

"**Book-Entry System**" means the book-entry system of registration of the 2025A Bonds described in Section 208 of this Supplemental Resolution.

"**Cede & Co.**" means Cede & Co., as nominee of DTC.

"**Code**" shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

"**Continuing Disclosure Undertaking**" means the Continuing Disclosure Undertaking with respect to the 2025A Bonds authorized by Section 203 of this Supplemental Resolution.

"**DTC**" means The Depository Trust Company, New York, New York.

"**DTC Participants**" means those financial institutions for whom the Securities Depository effects book entry transfers and pledges of securities deposited with the Securities Depository.

"**Delegated Officer**" means the Bursar or President of the University, each acting solely.

"**Delegation Certificate**" means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the 2025A Bonds upon the sale thereof, substantially in the form of **Exhibit C** hereto.

"**Escrow Account**" means the account created under the Escrow Agreement to hold proceeds of the 2025A Bonds refunding the Refunded Bonds, and the Escrow Securities, if any, purchased with proceeds of the 2025A Bonds to defease the applicable Refunded Bonds.

"**Escrow Agent**" means The Bank of New York Mellon Trust Company, N.A., as escrow agent under the Escrow Agreement.

"**Escrow Agreement**" means the Escrow Agreement dated as of the date of delivery of the 2025A Bonds between the University and the Escrow Agent, providing for the defeasance and redemption of the Refunded Bonds, as authorized by Section 401 of this Supplemental Resolution.

"**Escrow Securities**" shall mean direct obligations of the United States of America, or other securities, the principal and interest of which are unconditionally guaranteed by the United States of America, and including certificates evidencing ownership of serially maturing interest payments and principal payments on United States Treasury Notes or Bonds.

"**Regulations**" means the treasury regulations promulgated under the Code and those provisions of the treasury regulations originally promulgated under Section 103 of the Internal Revenue Code of 1954, as amended, which remain in effect under the Code.

"**Representation Letter**" means the Blanket Representations Letter from the University to DTC dated June 18, 1999.

"**Resolution**" means the Resolution providing for the issuance of revenue bonds adopted by the Board on September 17, 1992, as previously amended and supplemented, and as further amended and supplemented by this Supplemental Resolution.

"**Securities Depository**" means DTC or any successor Securities Depository appointed pursuant to Section 209.

"**Supplemental Resolution**" means this Supplemental Resolution adopted by the Board on December 18, 2024, authorizing the issuance of the 2025A Bonds upon the sale thereof,

setting forth certain requirements of the terms of sale of the 2025A Bonds, delegating authority to approve the final terms and provisions of the 2025A Bonds, and providing for related matters.

"**Trustee**" means The Bank of New York Mellon Trust Company, N.A., having an office in Houston, Texas, as successor trustee, and its successors and permitted assigns pursuant to the Resolution, as paying agent, trustee, and registrar for the 2025A Bonds.

"**2025A Costs of Issuance Account**" means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution, from which the Costs of Issuance of the 2025A Bonds shall be paid.

"**2025A Project Account**" means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution from which the costs of the 2025 Project shall be paid.

"**Underwriter**" means Barclays Capital Inc..

The terms "**hereby**," "**hereof**," "**hereto**," "**herein**," "**hereunder**," and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

Section 103. Effective Date. This Supplemental Resolution contemplates the issuance and sale of the 2025A Bonds through a delegation of authority as provided in Section 204 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 203(a) through Section 203(c) take effect upon adoption of this Supplemental Resolution-- this Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the 2025A Bonds are sold and issued.

ARTICLE II
AUTHORIZATION, TERMS AND ISSUANCE OF 2025A Bonds

Section 201. Authorization of 2025A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues. In order to provide funds for financing a portion of the 2025 Project, refunding the Refunded Bonds, and to pay Costs of Issuance of the 2025A Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution and this Supplemental Resolution, the 2025A Bonds are hereby authorized to be issued in the aggregate principal amount up to $51,045,000. The 2025A Bonds shall be designated as follows: "General Revenue Project and Refunding Bonds, Series 2025A" The 2025A Bonds shall be issued as Additional Bonds under the Resolution in fully-registered form, without coupons, in denominations of $5,000 each or any integral multiple thereof.

The 2025A Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution, equally and ratably with all Bonds issued under the Resolution.

Section 202. Intentionally Omitted.

Section 203. Issue Date. The 2025A Bonds shall be dated the date of their original issuance and delivery.

Section 204. Authorization of Actions Preliminary to Sale of 2025A Bonds.

(a) The Board desires to sell the 2025A Bonds pursuant to negotiated sale to the Underwriter pursuant to the Act.

(b) The Preliminary Official Statement (the "**POS**"), in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the actions of the University, including the certification by the Bursar as to the "deemed finality" of the POS pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended ("**Rule 15c2-12**") in connection with the offering of the 2025A Bonds, are hereby acknowledged, approved and ratified.

(c) The Bond Purchase Agreement in substantially the form attached hereto as **Exhibit A**, with such changes, omissions, insertions and revisions as the Delegated Officer shall approve, is hereby ratified and approved. Upon the sale of 2025A Bonds, the Delegated Officer is hereby authorized to execute and deliver the Bond Purchase Agreement to the Underwriter. The President of the University and the Bursar of the University are authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

(d) Upon the sale of the 2025A Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2025A Bonds (thereafter referred to as the "**Official Statement**"), shall be approved and signed by the Bursar or President of the University to authorize delivery thereof to the Underwriter for distribution to prospective purchasers of the 2025A Bonds and other interested persons.

(e) In order to comply with subsection (b)(5) of Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the 2025A Bonds that the University and the Trustee, as disclosure agent thereunder, shall have executed and delivered the Continuing Disclosure Undertaking. The Continuing Disclosure Undertaking in substantially the form attached hereto as **Exhibit B** is hereby ratified and approved in all respects, and the Board authorizes the Underwriter to include a copy thereof in the POS and Official Statement. Upon delivery of the 2025A Bonds, the Bursar or President of the University is hereby authorized to execute and deliver the Continuing Disclosure Undertaking. Such Continuing Disclosure Undertaking shall constitute the University's undertaking for compliance with Rule 15c2-12.

(f) The University and the Escrow Agent shall enter into an Escrow Agreement to provide for the defeasance and refunding of the Refunded Bonds, as specifically identified in the Delegation Certificate upon sale of the 2025A Bonds. Prior to the issuance of the 2025A Bonds, the Bursar or President of the University is hereby authorized, empowered and directed to execute and deliver the Escrow Agreement on behalf of the Board and the University with

respect to the refunding of the Refunded Bonds, in the form as approved by such officer, the execution thereof to constitute conclusive evidence of such approval. The Bursar is hereby authorized to perform all such acts as may be necessary or advisable to comply with the Escrow Agreement or to carry out or give effect to the Escrow Agreement.

Section 205. Sale of 2025A Bonds and Related Documents; Delegation Authority.

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Board hereby delegates to the Delegated Officer the power to make the following determinations on the date(s) of sale of the 2025A Bonds, without any requirement that the members of the Board meet to approve such determinations, but subject to the limitations provided:

(i) The rates of interest to be borne on the 2025A Bonds, provided that (a) the true interest cost of the 2025A Bonds allocated to the 2025 Project, as certified by the University's financial advisor and the Underwriter, shall not exceed six and zero-hundredths percent (6.00%), and (b) the interest rates of the 2025A Bonds allocated to refunding the Refunded Bonds, as certified by the University's financial advisor and the Underwriter, shall not exceed the rates that will achieve an aggregate dollar amount of savings in the aggregate debt service on the Refunded Bonds, the net present value of which, computed using as a present value factor the arbitrage yield on the 2025A Bonds, shall equal at least three and zero hundredths percent (3.0%) of the aggregate principal amount of the Refunded Bonds.

(ii) The aggregate principal amount of the 2025A Bonds on the sale date(s); provided, the aggregate principal amount of the 2025A Bonds allocated to the 2025 Project shall not exceed $30,000,000, and the aggregate principal amount of the 2025A Bonds allocated to the refunding of the Refunded Bonds shall not exceed $21,045,000.

(iii) The amount of principal of the 2025A Bonds maturing, or subject to mandatory sinking fund redemption in any particular year, and the rate of interest accruing thereon.

(iv) The maturities and amounts of the Refunded Bonds.

(v) The final maturity of the 2025A Bonds; provided that (i) the final maturity date of the 2025A Bonds allocated to the 2025 Project shall not exceed thirty (30) years from the date of issuance and (ii) the final maturity date of the 2025A Bonds allocated to the refunding of the Refunded Bonds shall not be later than the last maturity of the Refunded Bonds.

(vi) The price at which the 2025A Bonds will be sold (including any underwriter's discount, original issue premium and original issue discount), provided that the underwriter's discount shall not exceed 0.60% of the principal amount of the 2025A Bonds.

(vii) The dates, if any, on which, and the prices at which, the 2025A Bonds will be subject to optional and mandatory sinking fund redemption.

(viii) The terms of any contract for credit enhancement of the 2025A Bonds.

(b) Upon the sale of the 2025A Bonds, the Delegated Officer shall execute a Delegation Certificate substantially in the form attached hereto as **Exhibit C** and incorporated by reference herein reflecting the final terms and provisions of the 2025A Bonds and certifying that the final terms and provisions of the 2025A Bonds are consistent with, not in excess of and no less favorable than the terms set forth in subparagraph (a) above.

Section 206. Execution and Delivery of 2025A Bonds. The 2025A Bonds shall be manually executed on behalf of the University by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board. The 2025A Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution and at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement.

Section 207. Redemption of 2025A Bonds. Upon the sale of the 2025A Bonds, the 2025A Bonds will be subject to redemption pursuant to the terms of the Bond Purchase Agreement, as approved by the Delegated Officer, and if subject to redemption, the following provisions shall apply:

(a) Selection for Redemption. If less than all Series 2025A Bonds are to be redeemed, the particular maturities of such Series 2025A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the bonds of any maturity of the Series 2025A Bonds are to be redeemed, the Series 2025A Bonds to be redeemed will be selected by lot. If less than all of a Series 2025A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

(b) Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2025A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2025A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2025A Bonds, unless upon the giving of such notice such 2025A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2025A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2025A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Section 208. Form of 2025A Bonds. The 2025A Bonds are hereby authorized to be issued in the form set forth in **Exhibit D** attached hereto and incorporated herein by this reference, with such revisions and designations as required pursuant to the terms of sale thereof.

Section 209. Book-Entry Only System.

(a) The 2025A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the 2025A Bonds, except in the event that the Trustee issues Replacement Bonds, as defined and provided below. It is anticipated that during the term of the 2025A Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the 2025A Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the 2025A Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal of, premium, if applicable, and interest on the 2025A Bonds and all notices with respect to the 2025A Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the 2025A Bonds, and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the Book-Entry System of the Securities Depository, the University shall execute, and the Trustee shall authenticate and deliver, one or more 2025A Bond certificates (the "**Replacement Bonds**") to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners' interests in the 2025A Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one 2025A Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to 2025A Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the 2025A Bonds;

(iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the 2025A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the 2025A Bonds.

(d) The Representation Letter previously executed and delivered by the University to DTC is for the purpose of effectuating the initial Book-Entry System for the 2025A Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or

supplement the terms of this Supplemental Resolution, which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

(e) Prior to any transfer of the 2025A Bonds outside the book-entry system (including but not limited to, the initial transfer outside the book-entry system) the transferor shall provide or cause to be provided to the Trustee all information necessary to allow the Trustee to comply with any applicable tax reporting obligations, including without limitation any costs basis reporting obligations under Code Section 6045, as amended. The Trustee shall conclusively rely on the information provided to it and shall have no responsibility to verify or ensure the accuracy of such information.

Section 210. Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities, or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository that is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the 2025A Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of 2025A Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

ARTICLE III
CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS

Section 301. Creation of Accounts.

(i) There is hereby established in the Construction Fund a Project Account designated as the "2025A Project Account," to be held by the University to pay the costs of the 2025 Project. The University shall invest the monies on deposit in the 2025A Project Account in Investment Securities.

(ii) There is hereby established in the hands of the Escrow Agent, a separate account designated as the "2025A Costs of Issuance Account." Moneys in the 2025A Costs of Issuance Account shall be used for the payment of the Costs of Issuance of the 2025A Bonds. Any moneys remaining in the 2025A Costs of Issuance Account forty-five (45) days after issuance of the 2025A Bonds shall be transferred promptly to the 2025A Project Account held by the University to pay costs of the 2025 Project.

Section 302. Application of Proceeds of 2025A Bonds Upon Sale Thereof. Pursuant to the Written Certificate(s) of the University to be delivered prior to the issuance of the 2025A Bonds, the proceeds of the sale of the 2025A Bonds (net of the Underwriter's fee for its services with respect to the 2025A Bonds), shall be deposited as follows, and the Trustee may, in its discretion, establish a temporary fund or account in its books and records to facilitate such transfers:

(i) Proceeds of the Series 2025A Bonds in the amount of accrued interest on the Series 2025A Bonds to the date of delivery thereof, if any, shall be deposited in the Debt Service Account under the Bond Fund.

(ii) Proceeds of the Series 2025A Bonds in the amount reflected in the Written Certificate shall be wired to the University for deposit into the 2025A Project Account to finance a portion of the 2025 Project. Before any payment is made from the 2025A Project Account, the University shall execute a Written Certificate as required by Section 5.4(E) of the Resolution.

(iii) Proceeds of the 2025A Bonds in the amounts reflected in a Written Certificate shall be wired by the Underwriter to the Escrow Agent for deposit into the Escrow Account, in trust, which shall be directed by the University to be invested as provided by the Escrow Agreement and in accordance with the provisions of Section 57-504, Idaho Code (except for any amount to be retained as cash) to defease the respective Refunded Bonds.

(iv) Proceeds of the 2025A Bonds in the amount reflected in a Written Certificate of the University shall be wired by the Underwriter to the Escrow Agent for deposit into the 2025A Costs of Issuance Account to pay certain Costs of Issuance of the 2025A Bonds, as provided in the Escrow Agreement.

ARTICLE IV
REFUNDING

Section 401. Refunding and Defeasance of Refunded Bonds. In the event the 2025A Bonds are sold and issued pursuant to the authority delegated in Section 205 hereof, the Refunded Bonds shall be irrevocably called for redemption on April 1, 2025 and shall be refunded with proceeds of the 2025A Bonds, together with proceeds of investment, if any, as provided in Section 302 hereof and in the Escrow Agreement. Notices of defeasance and redemption for the Refunded Bonds shall be given as provided in the Escrow Agreement and pursuant to the 2015 Resolution and the Representation Letter.

Pursuant to the Escrow Agreement the University shall irrevocably set aside for and pledge to the Refunded Bonds, as applicable, moneys and Escrow Securities in amounts which, together with known earned income from the Escrow Securities, will be sufficient in amount to pay the principal of, interest on, and any redemption premium on the Refunded Bonds as the same become due and to redeem the Refunded Bonds on the redemption date. Based upon the foregoing as shall be verified by the report of The Arbitrage Group, Inc., the Refunded Bonds, as applicable, will be defeased upon deposit of such moneys and Escrow Securities immediately following the delivery of the 2025A Bonds.

After the Refunded Bonds shall have become due and payable upon maturity or pursuant to call for redemption, any investments remaining in the respective Escrow Account shall be liquidated and any proceeds of liquidation over and above the amount necessary to be retained for the payment of Refunded Bonds not yet presented for payment, including interest due and payable, shall be paid over to the University for deposit into the Bond Fund.

Section 402. Escrow Securities. Pursuant to the Escrow Agreement, Escrow Securities shall be purchased with proceeds of the 2025A Bonds and deposited into the Escrow Account to defease the respective Refunded Bonds, as applicable. In the event that state and local government series securities (SLGS) are not available for purchase, the Board authorizes a request for bids be issued on behalf of the University by a bidding agent (the "**Bidding Agent**"), to solicit bids to provide certain Escrow Securities purchased on the open market for deposit into the Escrow Account pursuant to the Escrow Agreement (the "**Open Market Securities**"). The University is authorized to direct that the Bidding Agent solicit bids for the Open Market Securities in a manner that will avail the University of the safe harbor for establishing the yield on the Escrow Securities contained in Section 1.148-5(d)(6)(iii) of the Regulations.

Upon determination by the Bidding Agent of the best bid for providing the Open Market Securities, the Bursar of the University or President of the University is hereby authorized to accept the bid and to do or perform all such acts as may be necessary or advisable to evidence the University's acceptance and approval of the bid and to carry the same into effect.

The officials of the University are directed to obtain from the Bidding Agent prior to issuance of the 2025A Bonds, such certifications as shall be necessary to evidence the University's compliance with Section 1.148-5(d)(6)(iii) of the Regulations.

ARTICLE V
MISCELLANEOUS

Section 501. Other Actions With Respect to 2025A Bonds. The officers and employees of the University shall take all actions necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the 2025A Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the 2025A Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Board or the Bursar shall be unavailable to execute the 2025A Bonds or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Board.

Section 502. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution or this Supplemental Resolution, should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the 2025A Bonds, but the holders of the 2025A Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 503. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

ADOPTED AND APPROVED this ___ day of December, 2024.

BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY

_____
President

ATTEST:

_____
Secretary

SCHEDULE I

REFUNDING CANDIDATES

DUE APRIL 1	PRINCIPAL AMOUNT	INTEREST RATE	CUSIP No. 097464**
2026	1,970,000	5.000	XS5
2027	2,075,000	5.000	XT3
2028	2,170,000	5.000	XU0
2029	2,280,000	5.000	XV8
2030	1,395,000	5.000	XW6
2031	1,470,000	5.000	XX4
2032	1,535,000	5.000	XY2
2033	1,615,000	5.000	XZ9
2034	1,695,000	5.000	YA3
2037	4,840,000	3.625	YB1

EXHIBIT A

FORM OF BOND PURCHASE AGREEMENT

EXHIBIT B

FORM OF CONTINUING DISCLOSURE UNDERTAKING

EXHIBIT C

FORM OF DELEGATION CERTIFICATE

EXHIBIT D

FORM OF 2025A BONDS

R-_____ $_____

UNITED STATES OF AMERICA
STATE OF IDAHO

BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT AND REFUNDING BONDS, SERIES 2025A

INTEREST RATE	MATURITY DATE	DATED DATE	CUSIP NO.
_____%	April 1, _____	_____, 2025	097464____

Registered Owner: CEDE & CO.

Principal Amount: _____ DOLLARS

KNOW ALL MEN BY THESE PRESENTS that Boise State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund (as defined in the hereinafter defined Resolution), to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on _____, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

THIS BOND IS AN OBLIGATION OF THE UNIVERSITY PAYABLE SOLELY IN ACCORDANCE WITH THE TERMS HEREOF AND IS NOT AN OBLIGATION, GENERAL, SPECIAL, OR OTHERWISE OF THE STATE OF IDAHO, DOES NOT CONSTITUTE A DEBT, LEGAL, MORAL, OR OTHERWISE OF THE STATE OF IDAHO, AND IS NOT ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT HEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE REVENUES, FEES, AND CHARGES PLEDGED THERETO IN THE RESOLUTION. The principal of, interest on, and redemption price of this Bond is payable solely from Pledged

Revenues, which consist principally of revenues from certain student fees and enterprises, as more particularly set forth in the Resolution. Pursuant to the Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund to provide for the prompt payment of the principal of, interest on, and redemption price of this Bond. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security for this Bond, reference is made to the provisions of the Resolution.

Principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the registration books of the University (the "Bond Register") maintained by The Bank of New York Mellon Trust Company, N.A. (the "Trustee"). Interest shall be paid to the registered owner whose name appears on the Bond Register on the 15th day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid to such registered owner on the due date, by check or draft of the Trustee or by wire or other transfer, at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of the General Revenue Project and Refunding Bonds, Series 2025A (the "Bonds") of the University issued in the aggregate principal amount of $_____ for the purpose of (i) financing all or a portion of an expansion of the north end of the end zone of Albertsons Stadium, (ii) refunding certain outstanding maturities of the University's bonds, and (iii) paying costs of issuing the 2025A Bonds The Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly title 33, chapter 38, Idaho Code, and title 57, chapter 5, Idaho Code and a Resolution providing for the issuance of revenue bonds, duly adopted and authorized by the Board of Trustees of the University (the "Board") on September 17, 1992, as previously supplemented and amended, and as further supplemented and amended by a Supplemental Resolution adopted by the Board on December 18, 2024 authorizing the issuance of the Bonds (collectively, the "Resolution"). All capitalized terms used in this Bond and not defined herein shall have the meanings of such terms as defined in the Resolution.

[Final redemption provisions to be inserted]

[Notice of redemption shall be given by mailing notice to the registered owner thereof not less than 35 days nor more than 60 days prior to the redemption date at the address shown on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Provided that funds for the redemption price, together with interest to the redemption date, are on deposit at the place of payment at such time, the Bonds shall cease to accrue interest on the specified redemption date and shall not be deemed to be outstanding as of such redemption date.]

The Bonds are initially issued in the form of a separate certificated, fully-registered Bond for each maturity and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC").

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF DTC TO THE UNIVERSITY OR ITS AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE, OR PAYMENT, AND ANY CERTIFICATE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

[Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Bond or shall make an appropriate notation with respect to this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.]

The Bonds shall not be transferable or exchangeable except as set forth in the Resolution. This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing, upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee. Upon such transfer, a new Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond do exist, have happened, been done, and performed, and that the issuance of this Bond and the other bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

[Signatures Appear on Following Page]

IN WITNESS WHEREOF, the Board has caused this Bond to be executed by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board, and the official seal of the University to be imprinted hereon, as of this 18th day of December, 2024.

BOARD OF TRUSTEES
BOISE STATE UNIVERSITY

By: _____
President
Board of Trustees

By: _____
Bursar

ATTESTED BY:

_____
Secretary to Board of Trustees

[SEAL]

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Boise State University General Revenue Project and Refunding Bonds, Series 2025A described in the within-mentioned Resolution.

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A., as Trustee

By: _____
Authorized Signature

Date of Authentication: _____

* * * * * *

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common
TEN ENT - as tenants by the entirety
JT TEN - as joint tenants with right of survivorship and not as tenants in common

UNIF GIT MIN ACT - under Uniform Transfers to Minors Act

_____ _____
(Cust) (Minor)

_____
(State)

Additional abbreviations may also be used though not in the list above.

For value received _____ hereby sells, assigns and transfers unto

INSERT SOCIAL SECURITY OR
OTHER IDENTIFING NUMBER OF ASSIGNEE

_____
(Please Print or Typewrite Name and Address of Assignee)

the within Bond of BOISE STATE UNIVERSITY, and hereby irrevocably constitutes and appoints _____ attorney to register the transfer of said Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____ Signature: _____

Signature Guaranteed: _____

NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

* * * * * *

North End Zone Project Proforma - 10 year

Operating Revenue Assumptions		Operating Cost Assumptions		Debt Service Assumptions	
Occupancy / Percent Sales	80%	Annual Escalation	3%	Debt	
Annual Ticket Escalation	1%	Repairs and Maint	110,000	Interest Rate	5.00%
Annual Escalation Campaign	0%	Utilities	175,000	Term (Years)	30,000,000 30
Annual Escalation Sponsorship	0%	Misc	500,000	Payment	
		North End Zone Lost			1,951,543
Sponsorship Revenue		Revenue (Current)	317,098		
Club Revenue (non gameday)	-	Stadium Cannibalization	440,000		

333,000

Academic Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	10 yr Total
Operating Revenue											
Annual Ticket Revenue	$ 3,902,400	$ 3,941,424	$ 3,980,838	$ 4,020,647	$ 4,060,853	$ 4,101,462	$ 4,142,476	$ 4,183,901	$ 4,225,740	$ 4,267,997	$ 40,827,738
Sponsorship				333,000	333,000	333,000		333,000	333,000		
Club Revenue (non gameday)	-	-	-				-		-		-
Special Events	-	-	-				-		-		-
Total Operating Revenue	333,000	333,000	333,000	4,353,647	-		333,000			333,000	3,330,000
Operating and Borrowing Costs					-						
Debt Service	4,235,400	4,274,424	4,313,838	1,951,543	4,393,853	4,434,462	4,475,476	4,516,901	4,558,740	4,600,997	44,157,738
Repairs and Maint		-		120,200	123,806	127,520		135,286	139,345	-	
Utilities	1,951,543	1,951,543	1,951,543	191,227	196,964	202,873	1,951,543	215,228	221,685	1,951,543	19,515,431
Misc and Contingency				546,364	1,951,543	562,754	579,637	1,951,543	614,937	1,951,543	833,385
Total Operating and Borrowing	110,000	113,300	116,699	2,809,334			131,346			143,525	1,261,027
	175,000	180,250	185,658				208,959			228,335	2,006,179
NEZ Lost Revenue (current state)	500,000	515,000	530,450	780,039	787,839	795,718	597,826	811,712	819,829	652,387	5,731,940
	2,750,543	2,760,093	2,784,550			2,861,573	2,888,874		2,945,958	2,975,790	28,514,576
Net Revenue	**$ 741,759**	**$ 749,662**	**$ 757,173**	**$ 764,274**	**$ 2,835,067 770,946**	**$ 777,171**	**$ 782,927**	**$ 2,916,994 788,195**	**$ 792,954**	**$ 797,180**	**$ 7,722,242**
	757,098	764,669	772,316				803,675			828,027	7,920,920

Note: For purposes of this attachment, assumptions are likely yet conservative. Interst rates are expected to be lower than 5% at issuance. Occupancy/Percent Sales is likely to be higher than 80%.
Assumptions used in the debt capacity attachments (#6 and #7) are significantly more conservative as the purpose of those worksheets are to demonstrate capacity rather than project performance
Stadium cannibalization is a conservative adjustment that assumes new seating pulls sales from from other areas of the stadium

U.S. PUBLIC FINANCE

OODY'S
INVESTORS SERVICE

CREDIT OPINION
21 August 2023

Send Your Feedback

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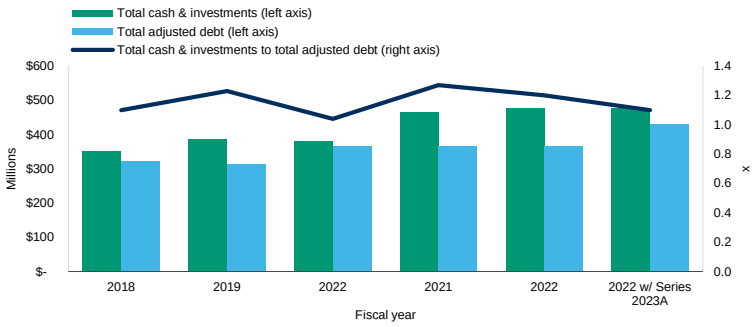
Boise State University, ID

Update to credit analysis

Summary

Boise State University's (Aa3 stable; BSU) excellent credit quality reflects its brand and strategic position as a large comprehensive urban university in Idaho. The university's credit quality is further supported by its sizable $499 million scope of operations, strong total wealth with total of cash and investments of $476 million in fiscal 2022 and continued support from the State of Idaho (Aaa stable) for operations and capital projects. BSU's enrollment continues to grow steadily, with additional prospects for growth beyond fall 2023. Net tuition revenue remains strong, but has moderated somewhat due to a fiercely competitive market for students from a variety of public and private colleges and universities in the northwest region. Annual gift support for the university is good, but remains below many peer institutions. The university's financial leverage will remain manageable following the issuance of Series 2023A bonds given a low debt level and moderate pension liability.

Exhibit 1
Boise State University's growing wealth provides good coverage of debt, inclusive of proposed Series 2023A bonds



Source: Moody's Investors Service

Credit strengths

» Strong and stable student demand, reflected in growing enrollment over the past five years

» Very good revenue diversity, driven by strong support for operations from the State of Idaho, stable net tuition revenue and a moderate research base

» Manageable leverage inclusive of proposed debt issuance and future capital plans

Credit challenges

» Fierce competition for students among other low-cost in-state and regional colleges and universities

» Moderate fundraising which limits prospects for wealth growth relative to peer institutions

Rating outlook

The stable outlook reflects Moody's expectations of continued strong student demand and steady enrollment growth over the next two fiscal years. It also incorporates expectations that BSU will maintain surplus operations that support further growth in financial reserves and liquidity.

Factors that could lead to an upgrade

» Substantial increase in total cash and investments that outpaces peers and provides for greater coverage of debt and expenses

» Sustained growth in the operating scale of the university, reflected in larger annual operating revenue, enrollment and research profile.

» Strengthening of student demand that leads to net tuition revenue growth and improvement in operating performance

Factors that could lead to a downgrade

» Sustained deterioration of operating performance that leads to weakening EBIDA and less than sufficient annual debt service coverage

» Multiple years of weakening student demand reflected in declining enrollment and/or net tuition revenue

» Notable decline in appropriations for operations from the State of Idaho

Key indicators

Exhibit 2

BOISE STATE UNIVERSITY, ID

	2018	2019	2020	2021	2022	Pro forma	Median: Aa Rated Public Universities
Total FTE Enrollment	16,962	17,672	16,963	17,640	17,736	17,736	30,783
Operating Revenue ($000)	398,260	422,216	442,972	440,386	499,224	499,224	1,505,466
Annual Change in Operating Revenue (%)	5.3	6.0	4.9	-0.6	13.4	13.4	8.8
Total Cash & Investments ($000)	353,173	386,974	381,972	466,369	476,204	476,204	1,947,594
Total Adjusted Debt ($000)	321,345	315,604	366,313	365,939	366,790	431,270	1,862,165
Total Cash & Investments to Total Adjusted Debt (x)	1.1	1.2	1.0	1.3	1.3	1.1	1.0
Total Cash & Investments to Operating Expenses (x)	0.9	1.0	0.9	1.2	1.1	1.1	1.3
Monthly Days Cash on Hand (x)	172	171	191	247	241	241	191
EBIDA Margin (%)	11.4	13.0	12.7	15.8	16.5	16.5	14.4
Total Debt to EBIDA (x)	5.2	4.1	4.1	3.2	2.7	3.4	3.4
Annual Debt Service Coverage (x)	2.2	3.2	3.2	4.2	4.4	3.3	4.1

Pro forma column includes proposed Series 2023A bonds. Pro forma debt service coverage was calculated using fiscal 2022 EBIDA and pro forma fiscal 2024 debt service
Source: Moody's Investors Service

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the issuer/deal page on https://ratings.moodys.com for the most updated credit rating action information and rating history.

Profile

Boise State University, located in the capital city of Idaho, is the largest comprehensive public university in the state. In fiscal 2022, BSU generated operating revenue of $499 million and enrolled 17,736 full-time equivalent (FTE) students in fall 2022.

Detailed credit considerations

Market position: strong brand and strategic position as the largest university in Idaho

Boise State's brand and strategic position will continue to be excellent given its role as the largest public university in the State of Idaho. The university's diverse array of undergraduate and graduate programs offered both in-person and online continue to support stable student demand in a highly competitive market for students in the northwest region. Enrollment is likely to remain flat at about 17,700 FTE students in fall 2023, with the university planning to grow enrollment modestly in future years as it expands its campus housing availability.

BSU management is expanding marketing efforts to recruit a greater number of in-state students in an effort to take advantage of Idaho's favorable demographic trends, while continuing to recruit a large number of nonresident students. To keep student demand strong, the university is developing new programs and industry partnerships in high-demand areas of study such as microelectronics, semiconductor manufacturing and entrepreneurship offerings.

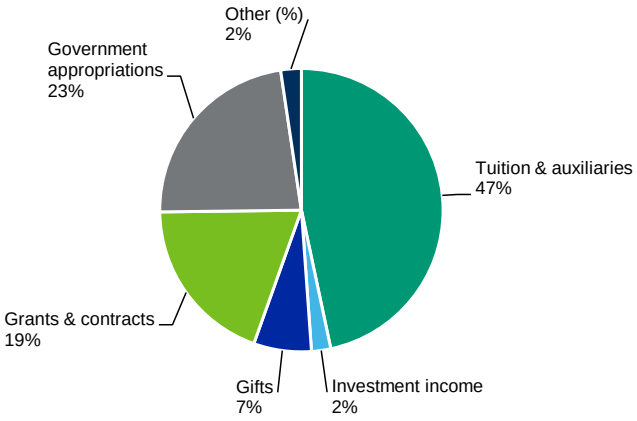
BSU's research footprint continues to steadily expand year over year. Research expenses totaled $39 million in fiscal 2022, an increase of about 18% since fiscal 2019, when it received its Carnegie R2 classification. The university expects to reach over $100 million in total annual research awards in the next two fiscal years.

Operating performance: stable net tuition revenue and state appropriations support surplus operations

Operating performance will remain strong and stable operating performance will continue given the university's conservative budgeting practices, stable net tuition revenue and increasing appropriations from the state. BSU's EBIDA margins will thin somewhat in fiscal 2023 and fiscal 2024 as BSU deals with rising wage pressures and other expenses increase because of inflation.

Despite rising expenses, we expect EBIDA to remain in the double-digits and continue to provide for strong annual debt service coverage because of the university's strong financial management track record and continued revenue growth from a diverse mix of sources. Net tuition revenue growth has tempered somewhat in recent fiscal years, but will increase modestly in fiscal 2024 because of planned increases in tuition and fees. Support from the state will continue to be strong as well. The State of Idaho increased its general fund appropriation for BSU by nearly 10% in fiscal 2023, and the university is expecting to receive an additional 4% increase in fiscal 2024.

Exhibit 3
Boise State's revenue diversity supports consistently strong operating performance
Fiscal 2022 sources of revenue, by type



Source: Moody's Investors Service

Wealth and liquidity: strong and growing total cash and investments provides for good liquidity and cushion to operations

BSU's total wealth remains strong and is a key credit strength for the university. Retained surpluses, investment returns and fundraising drove strong wealth growth of over $100 million over the past five fiscal years. The university's fiscal 2022 total cash and investments of $476 million provided strong coverage of operating expenses of 1.1x, giving BSU excellent financial flexibility to regularly invest in strategic program investments and campus facility needs.

BSU's fundraising remains moderate compared to peer institutions, with three-year average gift revenue of $35 million in fiscal 2022, below the Aa median of $59 million. Annual gift revenue will improve, however, over the coming fiscal years as the university plans to launch a new comprehensive campaign in support of strategic academic and capital projects.

Liquidity

BSU's liquidity profile remains strong, with monthly liquidity of $280 million in fiscal 2022 providing for 241 monthly days cash on hand, well above the Aa median of 191 monthly days. The university maintains a fairly conservative investment approach, with the vast majority of its assets in liquid asset classes such as traditional equities and fixed income investments.

Leverage: leverage profile remains good after issuance of Series 2023A bonds

Boise State's leverage profile will remain moderate after the issuance of proposed Series 2023A bonds. Pro forma debt to EBIDA of 3.45x remains in line with the Aa3 median of 3.41x for fiscal 2022, indicating some room for additional debt issuance at the current rating level as long as operating performance remains stable. Total cash and investments cover pro forma total adjusted debt by 1.10x.

The university slowed capital spending somewhat during fiscal 2021 and fiscal 2022, but an age of plant of 14.6 years reflects a generally up-to-date campus with minimal deferred maintenance or capital needs. The State of Idaho substantially increased appropriations for capital to the university in fiscal 2023 and management reports an additional increase in fiscal 2024. The university continues to evaluate its major capital needs and is exploring potential additional public private partnership opportunities to address strategic housing goals.

Legal security

The university's outstanding and proposed general revenue bonds are secured by Pledged Revenues of the Boise State University, which include tuition and student fees, auxiliary revenue and other specified revenue. The university has covenanted to establish and maintain

Pledged Revenues greater than 1.1x annual debt service. Fiscal 2022 Pledged Revenues of $222 million provide approximately 11.5x pro forma 2024 annual debt service ($19.4 million), including the proposed series 2023A bonds.

Debt structure
Boise State's total adjusted debt outstanding at the end of fiscal 2022 was $367 million. This consists of $219 million in revenue bonds, $109 million in Moody's adjusted pension liability and $39 million in a service concession arrangement related to a PPP agreement the university entered into in 2015 with Greystar Real Estate Partners to develop and operation a residential Honors College and Sawtooth Hall, a freshman housing facility.

Proceeds from the proposed Series 2023A bonds, approximately $64.4 million, will go toward the construction of a new 146,00 square foot, 450-bed residence hall for first-year students adjacent to other university housing and support facilities. Proceeds will also go to the cost of issuance. Following the issuance of the Series 2023A bonds, the university's outstanding debt will remain all fixed rate and generally regularly amortizing, with final maturity in fiscal 2053.

Debt-related derivatives
None.

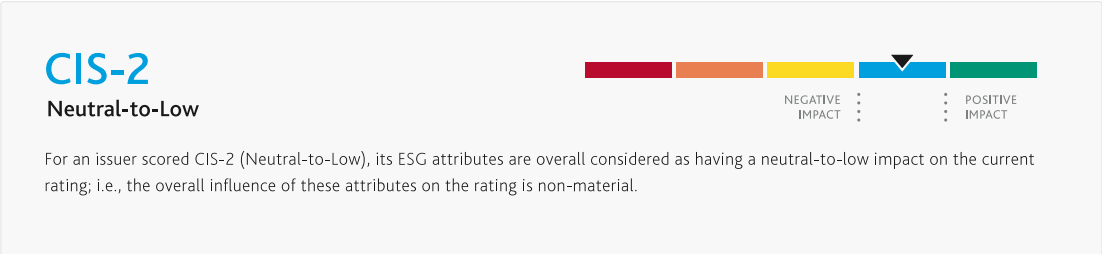
Pensions and OPEB
The university has a moderate pension obligation that accounts for approximately 30% of its total outstanding debt as of June 30, 2022. BSU participates in a cost-sharing multiple-employer defined benefit plan administered by the Public Employee Retirement System of Idaho (PERSI). Since 1990, new employees at the university have been automatically enrolled in a defined contribution plan.

The university's total adjusted debt, including the unfunded pension liability, to operating revenue is 0.86x, favorably below the Aa3 median of 1.26x.

ESG considerations

Boise State University, ID's ESG Credit Impact Score is CIS-2

Exhibit 4
ESG Credit Impact Score



Source: Moody's Investors Service

Boise State University (BSU)'s ESG Credit Impact Score is (**CIS-2**). The university's strong brand and focused attention on strengthened operating performance partially mitigates its ESG risk exposures.

Exhibit 5
ESG Issuer Profile Scores

Source: Moody's Investors Service

Environmental

BSU's credit exposure to environmental risks is (**E-2**). The university's campus in Boise, ID has some elevated exposure to physical climate risks, including water stress and wildfires. Idaho developed a long-term water plan in 1992 to guide the development, management and use of the state's water and related resources. The university's own sustainability initiatives include green building features, such as geothermal hot water heating, green roof and solar panels.

Social

BSU's credit exposure to social risks is (**S-3**). While demographic trends in the state, especially the Boise metropolitan area, are favorable, the state's college-going rate remains low and the higher education market is competitive. Positively, Boise State's strong brand and geographic reach means that despite these challenges, enrollment has remained stable and discount rates are lower than peers. Annual appropriations from the state comprise around one-quarter of BSU's operating budget and funding cuts from the state when its revenue softens adds to customer relations risk exposure. The university's human capital exposure benefit from higher than typical use of part-time faculty, more manageable tenure exposure and froze new entrants to the state defined benefit plan in 1990.

Governance

The university's governance score is (**G-2**). Due to strong student demand and conservative budgeting, BSU's financial performance is healthy and relatively consistent. The university's risk appetite is slightly elevated; however, annual coverage is healthy, debt is fixed-rate and age of plant is lower than medians. Public universities overseen by a state government have moderately negative exposure to board structure, policies, and procedures risk given the lack of independent control. The eight members of BSU's Board of Trustees also serve as the Idaho State Board of Education, which governs K-20 education in the state. A single board provides consistency of statewide educational goals and policies; however, the board has a fiduciary duty not only to BSU, but all others across the state. The university provides good disclosure around its policies on its website and prepares and publishes audits and continuing disclosure in a timely manner.

ESG Issuer Profile Scores and Credit Impact Scores for the rated entity/transaction are available on Moodys.com. In order to view the latest scores, please click here to go to the landing page for the entity/transaction on MDC and view the ESG Scores section.

Rating methodology and scorecard factors

The principal methodology used in this rating was Higher Education Methodology published in August 2021. The Higher Education Methodology includes a scorecard that summarizes the factors that are generally most important to higher education credit profiles. Because the scorecard is a summary and may not include every consideration in the credit analysis for a specific issuer, a scorecard-indicated outcome may or may not match an assigned rating. We assess brand and strategic positioning, financial policy and strategy, and operating environment on a qualitative basis

Exhibit 6

Boise State University, ID

Scorecard Factors and Sub-factors		Value	Score
Factor 1:	**Scale (15%)**		
	Adjusted Operating Revenue (USD Million)	499	A
Factor 2:	**Market Profile (20%)**		
	Brand and Strategic Positioning	Aa	Aa
	Operating Environment	A	A
Factor 3:	**Operating Performance (10%)**		
	EBIDA Margin	16%	Aa
Factor 4:	**Financial Resources and Liquidity (25%)**		
	Total Cash and Investments (USD Million)	476	Aa
	Total Cash and Investments to Operating Expenses	1.1	Aa
Factor 5:	**Leverage and coverage (20%)**		
	Total Cash and Investments to Total Adjusted Debt	1.3	Aa
	Annual Debt Service Coverage	4.4	Aaa
Factor 6:	**Financial Policy and Strategy (10%)**		
	Financial Policy and Strategy	A	A
	Scorecard-Indicated Outcome		Aa3
	Assigned Rating		Aa3

Data is based on most recent fiscal year available. Debt may include pro forma data for new debt issued or proposed to be issued after the close of the fiscal year.

For non-US issuers, nominal figures are in US dollars consistent with the Higher Education Methodology.

Source: Moody's Investors Service

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S&P Global
Ratings

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Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

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Enterprise Risk Profile— Strong

Financial Risk Profile--Very Strong

Related Research

Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Credit Profile		
US$72.865 mil gen rev proj and rfdg bnds ser 2023A due 04/01/2053		
Long Term Rating	A+/Stable	New
Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed

Credit Highlights

- S&P Global Ratings assigned its 'A+' rating to Boise State University (BSU), Idaho's $72.9 million series 2023A bonds.
- At the same time, S&P Global Ratings affirmed its 'A+' long-term rating and underlying rating (SPUR) on various bonds issued by BSU.
- The outlook is stable.

Security

Total pro forma debt is $280.5 million including the series 2023A bonds and debt outstanding as of June 30, 2022 (the most recent financial audit). All of BSU's bonds are parity general-revenue debt secured by the university's unlimited student-fee pledge. This student fee is internally dedicated to debt service, and there is no debt service reserve fund. The 2023A bonds are secured by pledged revenues on parity with the other bonds.

The proceeds of the 2023A bonds will fund construction of a new residence hall consisting of 450 new beds and the tax exempt advanced partial refunding of outstanding taxable series 2020 bonds as well as any costs associated with issuing the 2023A bonds.

Credit overview

We assess the university's enterprise risk profile as strong, reflecting stable overall demand metrics which includes growing full-time-equivalent (FTE) enrollment for fall 2022 with the expectation of maintaining enrollment at current levels for fall 2023 coupled with increasing geographic diversity. We assess BSU's financial risk profile as very strong, with consistent full-accrual operating surpluses and healthy levels of financial resources compared to total adjusted operating expenses. We believe these combined credit factors lead to an anchor of 'a+' and a final rating of 'A+'.

The ratings further reflect our assessment of BSU's:

- History of reporting positive adjusted financial operations on a full-accrual basis, as a result of good fiscal stewardship with a focus on operations and conservative budgeting;
- Enrollment growth in fall 2022, with the expectation of maintaining enrollment levels in fall 2023; and
- Solid financial resource compared to total adjusted operating expenses for the rating category.

Partially offsetting these strengths, in our view, are the university's:

- Somewhat weak acceptance rate relative to medians, though in line with those of similarly rated peers;
- Modest levels of cash and investments compared to pro forma debt levels for the rating category; and
- Slightly above-average pro forma maximum annual debt service (MADS) burden relative to the rating category.

BSU is in Boise, in western Idaho. It was founded in 1932 and has the largest enrollment of any public Idaho post-secondary institution, with 17,640 FTE students as of fall 2021. The university is fully accredited by the Northwest Commission on Colleges and Universities through 2026, and a number of its academic programs have also obtained specialized accreditation. The majority of students are undergraduates (about 88%), and 66% of the student body is from the state, although a larger portion of freshmen are from out of state. BSU competes for students with both in-state and out-of-state public universities.

Environmental, social, and governance

We analyzed the university's environmental, social, and governance factors pertaining to its market position and financial performance. Health and safety risks related to the pandemic, which we consider a social factor, have largely abated and are neutral in our credit rating analysis. We also view the university's environmental and governance factors as neutral in our analysis.

Outlook

The stable outlook reflects our expectation that, over the next two years, BSU will continue to generate positive full-accrual operating results and maintain its financial resources relative to operations and pro forma debt, while maintaining enrollment at or near current levels.

Downside scenario

Although unlikely during the outlook period, credit factors that could lead to a downgrade include consecutive enrollment declines, significant operating deficits, erosion of financial resources relative to the rating category, or the issuance of additional debt to levels that significantly increase BSU's debt burden and cause financial resources to drop to levels that we consider less than adequate for the rating.

Upside scenario

Credit factors that could lead to a positive rating action over time include continued enrollment growth, stable demand metrics, commensurate growth in financial resources that supports additional debt, and maintenance of positive operating margins.

Credit Opinion

Enterprise Risk Profile— Strong

Market position and demand

We view the university's enrollment and demand profile as solid, with historical steady growth in FTE and strengthening demand metrics, despite significant competition both in and out of state. However, management reports that they are approaching capacity restraints for student housing, which limited enrollment somewhat in fall 2022, specifically for out-of-state students. As a result, FTE enrollment increased by a modest 0.5% to 17,736, compared with 17,640 in fall 2021. We expect management will continue to develop strategies to expand capacity in an effort to further increase enrollment, with efforts aligned toward recruitment, retention, and employability. However, management expects enrollment growth could be somewhat muted in the short term despite Idaho demographic projections that indicate the 15-to-19-year-old population will increase over the next five years, particularly in southwest Idaho.

For fall 2022, freshman applications rose by approximately 7.3% from the previous year, totaling 16,795. The increase was primarily the result of expanding recruitment efforts in some of the rural areas of Idaho, state programs aimed at encouraging students to apply, and out-of-state demand. The selectivity rate for fall 2022 was 83.9%, which was similar to that of the prior year, but slightly weaker than pre-pandemic levels. The matriculation rate is also weaker than pre-pandemic levels, at 22.2% for fall 2022 (compared with a five-year average of 25.7%). BSU enrolled its largest freshman class (3,171) in fall 2021, and the fall 2022 incoming class declined only slightly to 3,132. Retention returned to pre-pandemic levels totaling of 79% in fall 2022, and a modest improvement compared with 76% in fall 2021. The six-year graduation rate increased in fall 2022 to a record 59%, but still remains relatively modest compared with national averages.

BSU's fundraising is done through the BSU Foundation. The university is currently in the silent phase of a new comprehensive campaign that we anticipate will be announced later this year.

Management and governance

We view the effectiveness of BSU's management and governance as solid and in line with the rating. Dr. Marlene Tromp has served as the university's president since July 1, 2019, and while we view the management team as stable, there have been a few additions to the senior management team since our last review. In 2022, Dr. Nancy Glenn was appointed as vice president of research and economic development, and Jeremiah Shinn was appointed as the vice president for student affairs and enrollment management. In addition, in 2023 Alicia Estey was appointed as the chief financial and operating officer and vice president for finance and operations after serving at BSU since 2006 and most recently as the chief of staff since 2019. In August 2023, the university appointed Bill Brady as the chief human resources officer. Despite recent changes to senior management, we view the management team's stability and depth favorably overall and as mitigating factors to these changes.

Management oversight and determination of BSU policies and standards is vested with the board, which also serves as the Idaho State Board of Education, the Regents of the University of Idaho, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional-Technical Education and Vocational Rehabilitation. The governor appoints seven of the members of the

combined boards for five-year terms. The elected state superintendent of public instruction serves ex officio as the eighth member of the board for a four-year term.

The university president recently introduced strategic themes that include strengthening its research mission, increasing the awareness of program offerings, and outreach to rural students. We view management's commitment to these areas favorably. We also take a positive view of management's standards for operational performance and effectiveness. The university budgets conservatively and produces interim comparative quarterly financial reports prepared using a modified accrual basis of accounting, including management's discussion and analysis. We view this as a best practice.

Financial Risk Profile--Very Strong

Financial operations

We characterize BSU's financial performance as sound, with continued operating surpluses resulting from conservative budgeting practices, and healthy growth in net tuition revenue. However, for fiscal 2022, net operating income declined slightly to 6.5% from 6.7% in fiscal 2021. Management attributes the modest decline to inflationary pressure as well as lingering costs of reopening after the pandemic, although the increase in operating expenses were partially offset by remaining COVID-19 relief funds. The university reports that it has exhausted the remaining COVID relief funds in fiscal 2022, and that much of the inflationary pressure has persisted into fiscal 2023. As a result, management is projecting operations will be somewhat weaker but likely positive. For fiscal 2024, management has budgeted for balanced operations; however, we note that the university typically budgets conservatively, resulting in stronger operating results than budgeted.

As Idaho's largest public university, BSU receives one of the biggest portions of state appropriations. Allocations for BSU totaled $107.1 million in fiscal 2021, and $114.1 million in fiscal 2022. For fiscal 2023, state appropriations were considerably stronger, with the university reporting $120.5 million and anticipating another increase in fiscal 2024 to $125.3 million. The Idaho Department of Public Works also provides capital funding for various construction projects and repairs at the university; the amount varies from year to year.

While BSU receives a large share of state appropriations, student-related fees (tuition and fees and auxiliary revenues) account for the majority of revenues. The university's revenue composition has remained about the same over the past year: State appropriations totaled 20.5% of total adjusted operating revenue, student revenue was 50.0% total adjusted operating revenue, grants and contracts were 11.4% total adjusted operating revenue, and gifts made up 5.9% of total adjusted operating revenue. Modest fee increases most years, coupled with a history of enrollment growth, have led to healthy increases in net tuition revenue each year for the past five years. For fall 2022, full-time tuition for residents was $8,364, a modest 3.8% increase after remining flat at $8,060 for fiscal 2020 and 2021. The increase resulted in an overall change of 3.2% to total resident costs (including fees and tuition). In our view, they remain comparable with those of peer institutions, and modest tuition and fee increases should allow BSU to further increase its net tuition revenue.

Financial resources

The university's financial resource ratios continue to grow, and we believe they are adequate for the rating. Total cash and investments as of June 30, 2022, increased by 9.0% from the previous year, to $281 million. In addition, the university benefits from a separate foundation that as of June 30, 2022, had total assets of $199.8 million, a modest 7.1% decline from fiscal 2021, although above pre-pandemic levels. Total cash and investments including the foundation totaled $477.8 million, or 91.4% of total adjusted operating expenses and 168.5% of total pro forma debt.

As of Feb. 28, 2023, the university's investment portfolio totaled $138.8 million. The asset allocation remains relatively diverse, with 32.3% in domestic equity, 33.4% in non-U.S. equity, 23.3% in fixed income, 9.5% in alternative, and 1.5% in cash and equivalents.

Debt and contingent liabilities

Total pro forma debt for the university is $280.5 million including the series 2023A bonds. All of BSU's bonds are parity general-revenue debt secured by the university's unlimited student-fee pledge. Pro forma MADS occurs in fiscal 2024 and is about $22.4 million, which is slightly high for the rating category. However, this is offset by the fact that the university amortizes about $20 million of debt per year, and overall, debt remains manageable for the rating category, at 4.3% of fiscal 2022 adjusted operating expenses. We view management's debt portfolio as conservative, with all debt being fixed rate with level amortization. Other capital projects under consideration include facility and staff housing and additional student housing. Given the university's history of conservative fiscal management, we expect debt issuances will be manageable and in line with sufficient increases in resources, although we will evaluate additional debt at the time of issuance.

Boise State University, Idaho--enterprise and financial statistics

	--Fiscal year ended June 30--				
	2023	**2022**	**2021**	**2020**	**2019**
Enrollment and demand					
Full-time-equivalent enrollment	17,736	17,640	16,962	17,686	16,962
Undergraduates as a % of total enrollment	89.5	88.7	88.7	89.5	89.6
First-year acceptance rate (%)	83.9	83.1	77.5	77.4	80.7
First-year matriculation rate (%)	22.2	24.4	23.7	25.7	32.4
First-year retention rate (%)	79.0	76.0	77.8	79.5	79.5
Six-year graduation rate (%)	59.0	53.0	54.0	50.0	45.8
Income statement					
Adjusted operating revenue ($000s)	N.A.	557,167	489,045	490,803	464,457
Adjusted operating expense ($000s)	N.A.	523,002	458,376	471,641	444,878
Net adjusted operating margin (%)	N.A.	6.5	6.7	4.1	4.4
Estimated operating gain/loss before depreciation ($000s)	N.A.	60,184	59,174	47,623	47,491
Tuition discount (%)	N.A.	14.1	14.5	14.0	15.2
Student dependence (%)	N.A.	50.0	48.2	52.0	53.0
State appropriations to revenue (%)	N.A.	20.5	21.9	22.0	22.1
Research dependence (%)	N.A.	11.4	11.8	10.2	10.1

Boise State University, Idaho--enterprise and financial statistics (cont.)

	--Fiscal year ended June 30--				
	2023	**2022**	**2021**	**2020**	**2019**
Debt					
Outstanding debt ($000s)	N.A.	215,983	220,651	230,775	221,180
Foundation debt ($000s)	N.A.	3,000	N.A.	2,000	2,000
Total debt with foundation ($000s)	N.A.	218,983	220,651	232,775	223,180
Proposed debt ($000s)	N.A.	72,865	133,735	N.A.	56,730
Total pro forma debt ($000s)	N.A.	283,463	N.A.	N.A.	N.A.
Current debt service burden (%)	N.A.	3.9	4.1	4.4	4.6
Current MADS burden (%)	N.A.	3.8	4.5	4.3	4.6
Pro forma MADS burden (%)	N.A.	4.3	N.A.	N.A.	N.A.
Average age of plant (years)	N.A.	14.6	14.6	13.7	13.0
Financial resource ratios					
Endowment market value ($000s)	N.A.	199,780	215,009	169,742	179,144
Related foundation market value ($000s)	N.A.	199,780	215,009	169,742	179,144
Cash and investments ($000s)	N.A.	281,679	256,324	212,674	222,315
Cash and investments including foundation ($000s)	N.A.	477,757	467,557	388,685	412,715
Cash and investments including foundation to operations (%)	N.A.	91.3	102.0	82.4	92.8
Cash and investments including foundation to debt (%)	N.A.	218.2	211.9	167.0	184.9
Cash and investments including foundation to pro forma debt (%)	N.A.	168.5	N.A.	N.A.	N.A.

Total adjusted operating revenue = unrestricted revenue less realized and unrealized gains/losses and financial aid. Total adjusted operating expense = unrestricted expense plus financial aid expense. Net operating margin = 100*(net adjusted operating income/adjusted operating expense). Student dependence = 100*(gross tuition revenue + auxiliary revenue) / adjusted operating revenue. Current MADS burden = 100*(maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term and long-term investments. Average age of plant = accumulated depreciation/depreciation and amortization expense. N.A.--Not available. MADS--Maximum annual debt service.

Related Research

Through The ESG Lens 3.0: The Intersection Of ESG Credit Factors And U.S. Public Finance Credit Factors, March 2, 2022

Ratings Detail (As Of August 9, 2023)

Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed
Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed
Boise State Univ PCU_USF (FGIC) (MBIA) (National)		
Unenhanced Rating	A+(SPUR)/Stable	Affirmed
Boise St Univ gen rev proj and rfdg		
Long Term Rating	A+/Stable	Affirmed

Ratings Detail (As Of August 9, 2023) (cont.)		
Boise St Univ gen rev proj and rfdg		
Long Term Rating	A+/Stable	Affirmed
Boise St Univ gen rev rfdg bnds (taxable) ser 2022A due 04/01/2050		
Long Term Rating	A+/Stable	Affirmed

Many issues are enhanced by bond insurance.

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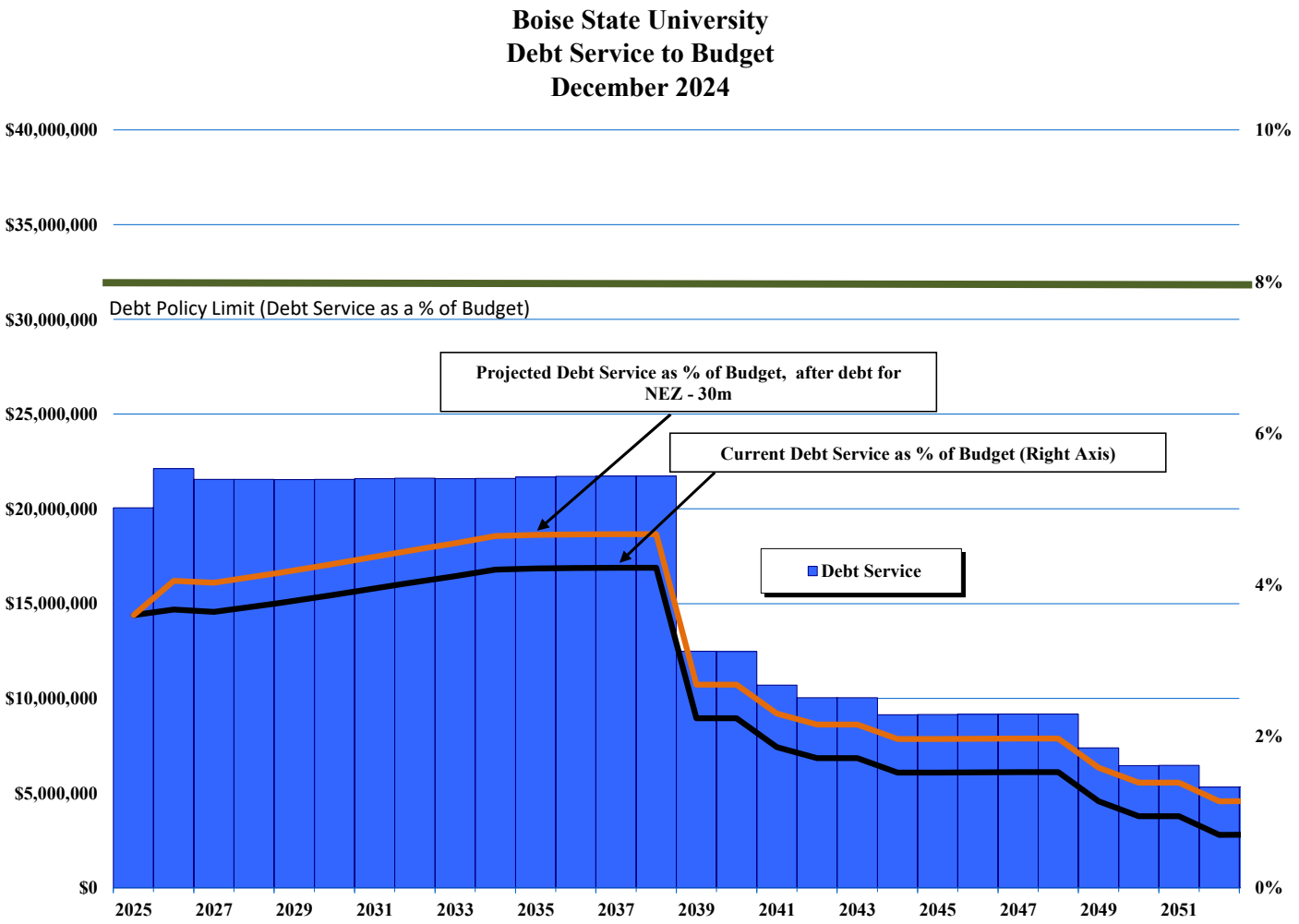

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Ten Year Debt Projection
December 2024

		Est. Debt Financed	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2031	FY 2032	FY 2033	Total/Avg
1	**Future Buildings**												
2	North End Zone 2025A	$30,000,000	$0	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$18,577,455
			$0	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$2,064,162	$18,577,455
5	**Current University Debt Service**		$20,049,033	$20,054,407	$19,492,041	$19,487,215	$19,484,923	$19,495,737	$19,522,133	$19,546,549	$19,527,207	$19,539,714	$196,198,957
6	**Total Projected Debt Service after New Project**		$20,049,033	$22,118,568	$21,556,203	$21,551,377	$21,549,084	$21,559,898	$21,586,294	$21,610,710	$21,591,369	$21,603,875	$214,776,413
7	**Operating Budget (excludes direct lending)**		$557,314,621	$546,272,961	$535,452,135	$524,847,726	$514,455,404	$504,270,929	$494,290,144	$484,508,974	$474,923,428	$465,529,592	
8	**Current Debt Service as a % of Operating Budget (6/8)**		3.60%	3.67%	3.64%	3.71%	3.79%	3.87%	3.95%	4.03%	4.11%	4.20%	3.85%
9	**Future Debt Service as a % of Operating Budget (7/8)**		3.60%	4.05%	4.03%	4.11%	4.19%	4.28%	4.37%	4.46%	4.55%	4.64%	4.21%
	8% is the University's policy limit												

Assumptions (very conservative to ensure affordability):

10	*Student Revenue*	1. Base declines 2% from prior year
11	*General Fund*	2. Base declines 2% from prior year
12	*Donations, Sales*	3. Base declines 2% from prior year
13	*Federal Grants*	4. Base declines 2% from prior year
14	*Future debt*	5. Assuming 5.5% interest over 30 years, actually anticipate no more than 4.5%
15	*Refundings*	6. Does not factor in future refunding savings or additional athletic revenues
16	*Purchase price*	6. Assumes borrowing 30 million.
17	*Facility Fee*	7. No increase in fees

11/1/2024

IDAHO STATE UNIVERSITY

SUBJECT

Authorization to sell University Property - Magnuson House, 554 S. 7th Avenue, Pocatello, ID 83201

APPLICABLE STATUTE, RULE, OR POLICY

Policy Section V.I. – Business Transactions, Real and Personal Property and Services

BACKGROUND/DISCUSSION

Idaho State University is seeking Board approval to sell property located at 554 South 7th Avenue in Pocatello, Idaho. This property consists of 8,400 square feet of land, (.1928 acres), located 1 city block from the Pocatello campus. The property also includes a single-family residence constructed in 1916 with 4,567 square feet of space, (3,178 sq. ft above ground and 1,389 square feet below ground). The residence is named in honor of Harry F. Magnuson, who led fundraising efforts to purchase, and then donate the property to Idaho State University in 1977. Mr. Magnuson was a former member of the ISU Foundation and Alumni Association Boards. The residence functioned as the administrative offices of the Idaho State University Alumni Relations Office from 1977 to 2023.

The home has been vacant since March 2023 when the Alumni Relations Office was relocated to the new ICCU Bengal Alumni Center. Since that time, ISU, in partnership with the Idaho Division of Public Works, has carefully examined deferred maintenance needs of the property and master plan priorities of the Pocatello campus.

After considering the deferred maintenance repair needs of the facility in comparison to other priority maintenance needs on campus, the institution has decided that the property no longer represents a mission-specific function for the faculty, staff, and students of Idaho State University. While the institution could choose to invest deferred maintenance funding into restoring the home, ISU feels it would be better served to invest limited deferred maintenance funds in other campus facilities that better serve the needs of students. ISU proposes the sale of the property in an “as-is” condition for no less than an appraised market value.

IMPACT

The impact of this real estate sale will reduce the deferred maintenance liability of Idaho State University and allow the institution to invest deferred maintenance funding in a manner that better serves the needs of the institution.

The home, located in a historic university neighborhood, will better function as a private residence as opposed to administrative offices which are operated more efficiently elsewhere on the Pocatello campus. This sale will also allow for a private

owner to purchase and restore the home and manage it in a fashion that is outside the core competency of an institution of higher education.

ATTACHMENTS

Attachment 1 – Magnuson Alumni House presentation

STAFF COMMENTS AND RECOMMENDATIONS

Based on the information and rationale provided, staff recommends that the Board approve the sale of the Magnuson House located at 554 South 7th Avenue, Pocatello, Idaho, for no less than its appraised market value. This approval will authorize Idaho State University to move forward with the sale process and engage a qualified real estate agent to facilitate the transaction.

Staff also recommends that the Board authorize the university's vice president to execute the necessary sales documents on behalf of the State Board of Education, ensuring that the transaction proceeds efficiently and in accordance with all relevant state regulations and university policies.

BOARD ACTION

I move to approve the request by Idaho State University to list the Magnuson House for sale and to authorize the University's vice president to sign the associated sales documents on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State University
MAGNUSON ALUMNI
HOUSE
December
2024

Magnuson Alumni House Overview

- **Address:** 554 S. 7th Avenue, Pocatello, Idaho
- **Size:** 8,400 sq. ft. lot; 3,178 sq. ft. above-grade building, 1,389 sq. ft. below-grade
- **Construction Year:** 1916
- **Style:** Two-story Colonial Revival
- **Zoning:** Residential Medium Density (RMS)
- **Historical Significance:** Listed in the National Historic Register in 1978
- Functioned as ISU's Alumni House since 1977; part of ISU history.
- New chapter begins with plans to sell via Colliers Real Estate.

Challenges and Considerations

- **Maintenance Costs:** Extensive repairs needed (roof, plumbing, electrical, foundation, ADA compliance, fire suppression).
- **Deferred Maintenance:** Restoring the house would divert funds from broader campus needs.
- **Private Ownership:** Better suited for restoration as a private residence.

Repair Costs:

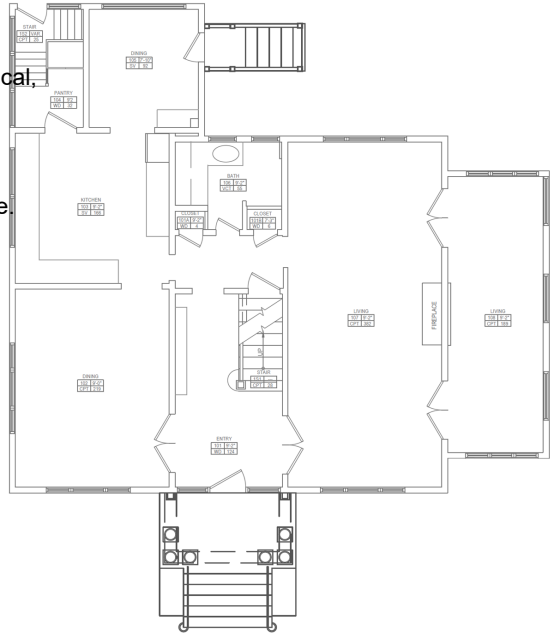
- Estimated foundation repair: $211,567
- Additional repairs needed for:
  - Roof
  - Plumbing
  - Electrical systems
  - ADA compliance
  - Fire suppression systems
  - Restoration of bathrooms to meet residential standards

Market Value:

- **As-is Market Value:** $255,000 (real estate only, excluding deferred maintenance costs)

Condition Issues:

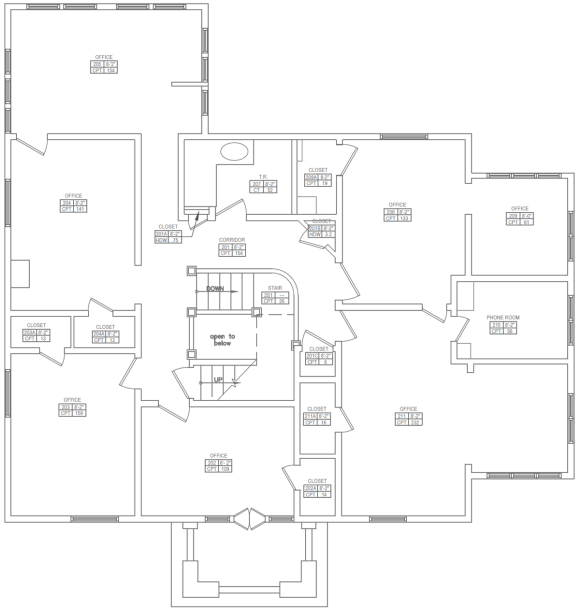
- Bathrooms have tubs/showers removed, considered functional obsolescence.
- Significant settling in the foundation (SE corner of the structure).



29- MAGNUSON ALUMNI HOUSE - MAIN LEVEL FLOOR PLAN

Strategic Alignment

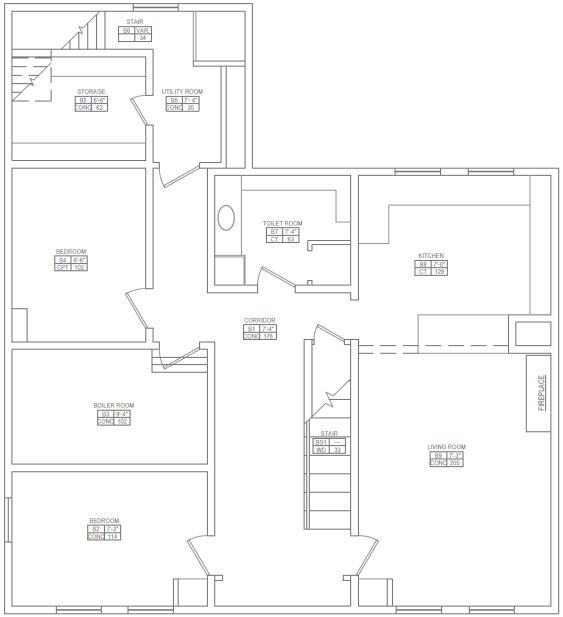
- **Master Plan** Future campus vision does not include Magnuson House operations.
- **Relocation** Alumni Offices now in the accessible and cost-effective Bengal Alumni Center.
- **Historic Preservation** Sale ensures continued legacy as a historic residence.



29- MAGNUSON ALUMNI HOUSE - LEVEL 2 FLOOR PLAN

Honoring the Legacy

- Celebrating over 45 years as ISU's Alumni House.
- H.F. Magnuson Alumni Suite in Bengal Alumni Center commemorates its history.
- Transition ensures Bengal pride and traditions continue to thrive.



29- MAGNUSON ALUMNI HOUSE - BASEMENT LEVEL FLOOR PLAN

Idaho State University

THANK YOU
FOR YOUR TIME

PRESENTED BY:
BRIAN SAGENDORF

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University Campus Master Plan Approval

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.K.8.

BACKGROUND/DISCUSSION

Idaho State University, in partnership with the Idaho Division of Public Works, began a project to develop a comprehensive physical campus master plan in the summer of 2023. The SmithGroup was selected as a planning firm through a nationwide selection process and is recognized as one of the leading campus planning and design firms in the United States. Throughout the project, the SmithGroup provided ISU with full-service, multidisciplinary planning and design, thought leadership, data visualization, and research planning. The project is now concluding with the Campus Master Plan attached.

This campus master plan project provided the opportunity for Idaho State University to identify campus strengths, re-examine challenges, and prioritize future goals. The completed plan will guide the physical development of the main campuses of Idaho State University. The process has provided short and long-term objectives with a 30-year time horizon, and serves as an extension of the Strategic Plan to meet the educational needs of the state and beyond through a commitment to student success, excellence, community engagement, and lifelong learning.

Input from thousands of stakeholders through surveys, interviews, pop-up events, in-person and virtual town hall meetings, led to establishing a framework and guiding principles that prioritize investments, optimize resources, and enhance decision-making for the future of university physical campuses.

As a result of this master plan project, ISU now presents the completed Campus Master Plan to the State Board of Education for review and consideration. This plan provides a flexible framework that will guide decision making for the months and years ahead as ISU continues to develop our physical campus infrastructure in a way that better meets the needs of students, faculty, staff, and the communities we serve.

IMPACT

The Idaho State University Campus Master Plan provides a data-informed, comprehensive, and flexible guide for the development of the institution at each of its major campuses. Not only will the master plan provide structure for better-informed planning and decision making, but it will also be a valuable resource for

discussing future investments and philanthropic opportunities with State of Idaho officials, donors, and industry partners toward a shared vision for the future of Idaho State University.

ATTACHMENTS

Attachment 1 - Campus Master Plan Executive Summary
Attachment 2 - Campus Master Plan Technical Reports

STAFF COMMENTS AND RECOMMENDATIONS

Board staff has thoroughly reviewed the final version of the Campus Master Plan, which includes an executive summary, detailed technical reports, and a comprehensive analysis of campus needs and priorities. The plan is well-aligned with the university's strategic objectives and provides a practical, data-informed guide for strategic campus development.

Staff recommends that the Board approve the Idaho State University Campus Master Plan as presented. The plan will serve as a foundational document for guiding future campus decisions and investments, ensuring that the university remains well-positioned to meet the needs of its students, faculty, and staff, and continue its important mission for the State of Idaho.

BOARD ACTION

I move to approve the request by Idaho State University to approve its Campus Master Plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CAMPUS
MASTER PLAN
EXECUTIVE SUMMARY
Idaho State University
SMITHGROUP

LETTER FROM IDAHO STATE UNIVERSITY

We are at a pivotal point in our history to take a significant leap forward in supporting our mission to engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

The Idaho State University Campus Master Plan aligns with the University s Strategic Plan and ensures our campuses develop in a cost effective and efficient manner that supports the strategic allocation of our resources. Extensive outreach throughout this planning process was essential in determining the future trajectory of our institution and was created through a year long collective visioning process.

Input from thousands of stakeholders through surveys, interviews, pop up events, and virtual and in person town halls, led to establishing a framework and set of guiding principles that prioritizes our investments, optimizes resources, and enhances decision making regarding our facilities, open spaces, and integrated systems.

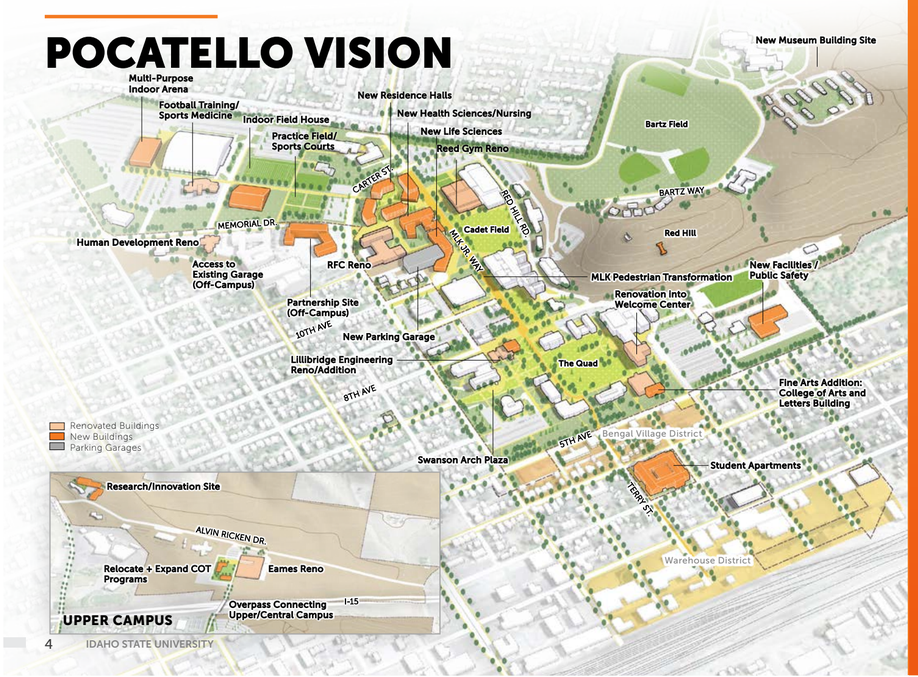
Our plan was data informed as we provided thousands of existing data points to our Consultant Team, and participated in detailed studies of classroom efficacy, space utilization, housing master planning, and sustainability measures, to highlight recommendations within the plan to amplify our success in the future.

ISU is a multi campus institution spanning throughout the State of Idaho and connections for some programs to sites in Alaska. It s essential to recognize and celebrate each location as every campus brings its own distinct character, unique history, purpose, and strength to ISU s collective identity. However, aligning for a common purpose is crucial. By leveraging shared resources, fostering a unified culture, and embracing collaborative efforts, ISU can ensure that all campuses thrive together. The ISU Campus Master Plan not only enhances ISU s collective impact across the state but also enriches the experiences of our entire community.

The ISU Campus Master Plan provides a robust foundation for our institution, ensuring we are prepared to meet future challenges and opportunities. ISU Leadership is excited and optimistic about the journey ahead. We are committed to fostering a collaborative process with the entire campus community and look forward to celebrating our cherished traditions while also beginning new ones, shaping a vibrant and innovative future together.

Idaho State University
President s Administrative Council

POCATELLO VISION



THE VISION

Big Ideas

ISU s Campus Master Plan is organized around six "Big Ideas" which articulate the envisioned outcomes of the overall vision plan. Supporting Ideas" also ensures that the overarching goals are grounded in actionable steps, creating a cohesive and comprehensive strategy for future development.

TRANSFORM MLK JR. WAY AS A SOCIAL AND CULTURAL PLACE

ENHANCE THE STUDENT HOUSING EXPERIENCE

CREATE AN INTEGRATED SCIENCE COMPLEX HUB

CREATE A MULTI PURPOSE EVENTS AND ATHLETICS GATEWAY

HONOR AND ELEVATE CAMPUS TRADITIONS, ACADEMICS, RESEARCH, AND INNOVATION

CONNECT UPPER CAMPUS AND REIMAGINE AS A TECHNOLOGY HUB

PURPOSE OF THIS PLAN

What is a Campus Master Plan?

A resource that outlines ISU's capital priorities, guides future near- and long-term development, and optimizes resources. The Campus Master Plan outlines a visionary, but practical set of ideas that coordinate physical change across ISU's campus locations. Unlike a Capital Plan or Development Plan, a physical campus plan is designed as a near- and long-term tool that can adapt and respond to unexpected future changes.

How is the Campus Master Plan different than the Strategic Plan?

The Campus Master Plan supports ISU's Strategic Plan by focusing on improving the physical environment such as facilities, open space, mobility and infrastructure systems. This document is an extension of the Strategic Plan so that capital project planning is aligned with and supports ISU's goals and initiatives.

Why do we need a Campus Master Plan?

Many of ISU's facilities are being utilized well beyond their intended lifespan. The Campus Master Plan helps justify financial support and addresses ISU's most pressing needs to improve learning environments and support positive change for students, faculty, staff, and broader campus communities.

What is the Campus Master Plan project scope?

The project spanned approximately 12 months and spanned across ISU's Pocatello, Meridian, and Idaho Falls locations.

PROJECT SCHEDULE

Phase 1: Understand

The Campus Master Plan was driven by an inclusive process that engaged stakeholders across campuses through in-person and virtual activities. A project website was developed to serve as an information hub and outreach tool. Feedback was collected at in-person engagement events and through MapMyCampus, an online survey used to solicit comments from the campus community.

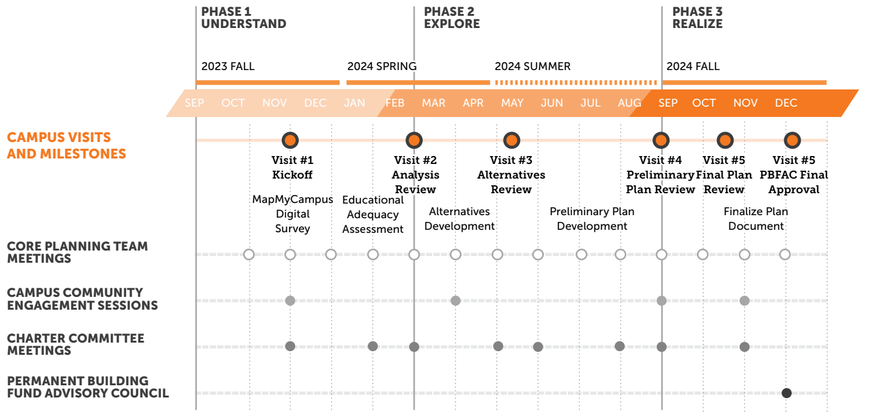
A site analysis and detailed space needs analysis identified key operational changes and physical planning recommendations to best utilize campus resources and plan for future space use and programming. The space needs analysis was built upon quantitative inputs regarding the course inventory and scheduling practices from Fall 2023, instructional space utilization for classrooms and teaching laboratories, a qualitative assessment of instructional space, and one-on-one interviews with academic, administrative, and student life leadership.

Phase 2: Explore

The explore phase synthesized data and input collected in Phase 1 to develop a thorough understanding of ISU's needs and opportunities. Goals were developed to guide recommendations and planning drivers were identified to support proposed solutions. This phase resulted in the development of alternative campus scenarios which explored physical interventions to address planning goals and drivers. These alternative campus scenarios were presented to university leadership and the broader campus community for evaluation.

Phase 3: Realize

The final phase of the planning process refined alternative scenarios as realistic near- and long-term solutions. The concepts illustrated in this plan represent a combination of initiatives designed to optimize institutional resources and adjacencies. Implementation of these projects will be a multi-year process and require coordination across multiple campus stakeholders. Implementation strategies and phased sequencing were also developed to help guide the future of campus. The result is a plan that summarizes planning goals, key findings, and recommendations, setting the stage for future enhancements to ISU's Pocatello, Meridian, and Idaho Falls Campuses.



ORGANIZATION & OUTREACH

Organizational Structure

PERMANENT BUILDING FUND ADVISORY COUNCIL

The Permanent Building Fund Advisory Council (PBFAC) reviews and prioritizes campus construction and renovation projects, ensuring alignment with ISU's long-term goals. PBFAC plays a crucial role in shaping the Campus Master Plan by providing recommendations on major capital projects, alterations, and repairs.

ADMINISTRATIVE COUNCIL

The Administrative Council oversaw decisions from the Steering Committee and provided executive-level guidance and made final decisions on key planning issues, ensuring the project achieved its desired outcomes for ISU.

CHARTER COMMITTEE

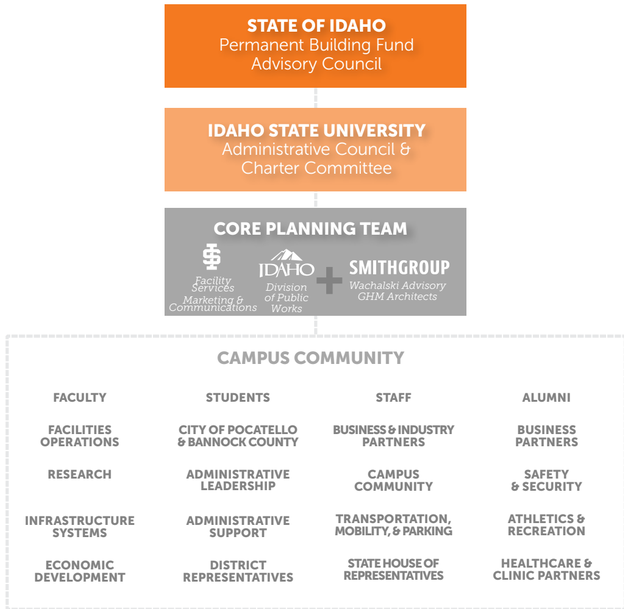
The Charter Committee provided oversight, guidance, and strategic direction to ensure the planning process aligns with the overall goals and objectives of ISU. They facilitate decision-making, coordinated between different stakeholders, and ensured resources are effectively allocated and utilized throughout the project.

CORE PLANNING TEAM

The Core Planning Team was comprised of ISU's Facility and Architectural Services, Idaho's Division of Public Works, and the SmithGroup Team. The integrated teams provided expertise to guide the overall planning process and ensured a comprehensive and well-informed approach to developing the Campus Master Plan.

CAMPUS COMMUNITY

Students, faculty, staff, alumni, and community members actively contributed to the planning process by offering insights, feedback, critique, and support of the key elements throughout the project. Their involvement ensures the plan reflects the collective vision and needs of all stakeholders, fostering a sense of ownership and inclusion.



Engagement Methodology

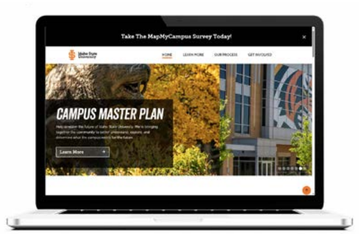
ISU's Campus Master Plan set forth an inclusive and comprehensive process that involved dozens of organizations, as well as hundreds of individual students, faculty, staff, administration, alumni, and community members across the Pocatello, Idaho Falls, and Meridian Campus locations. A variety of engagement methods such as interviews, focus groups, online surveys, committee sessions, workshops, pop-up booths, and public town halls were conducted.

BY THE NUMBERS

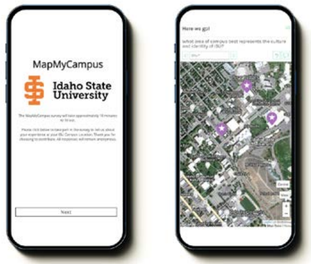
- 93% (677) of survey respondents were affiliated with the Pocatello Campus.
- 18% (130) of survey respondents were faculty and 31% (226) of survey respondents were students.
- 7 town halls (2 virtual, 5 in-person) were held across multiple campus locations.

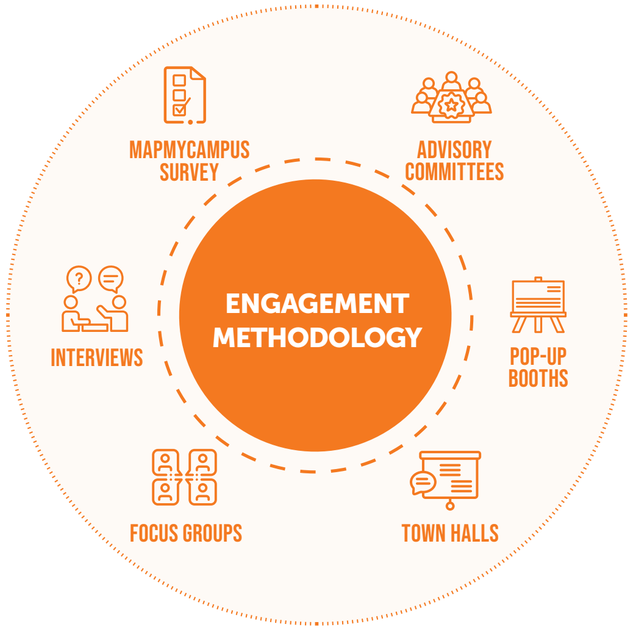
In-person and online Town Halls were held throughout the project across the three campus locations at critical decision points to share ideas and receive feedback from the campus community. This inclusive and transparent process led to a campus-wide understanding of the issues, a robust conversation about ideas, and broad consensus around opportunities and recommendations.

Project Website

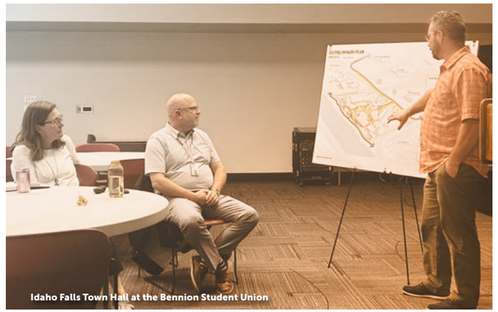


MapMyCampus Digital Survey





Campus Community Engagement

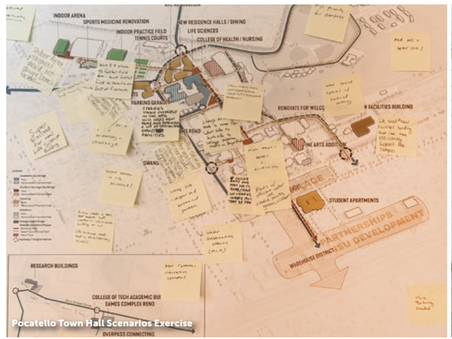

Idaho Falls Town Hall at the Bennion Student Union

Energy Transition and Resiliency Workshop

Charter Committee Meeting

Pocatello Town Hall Feedback Session

Meridian Town Hall at the Skaggs Health Science Center



Pocatello Town Hall Scenarios Exercise

Pocatello Town Hall at the ICCU Alumni Center

THIS PLAN WILL BE SUCCESSFUL IF...
At the beginning of the project, ISU Leadership was prompted with the statement "This plan will be successful if...," eliciting responses that emphasized recurring themes, issues, and opportunities. These insights helped shape the Guiding Principles on the following spread by highlighting shared priorities and key areas of focus for the Campus Master Plan.
...our various plans and projects speak with each other.
...housing makes a tremendous positive impact on enhancing the vibrancy of campus life.
...this plan is adaptable to market forces and provides opportunities to pivot.
...it creates a decision making process that helps inform what ISU needs to tear down, reimagine, and grow.
...we have alignment as a campus community.
... we come up with a strategy to better co-locate our programs and campus functions.
... our campus is more sustainable in creating efficiencies and that our facilities get updated.
... we identify academic facilities that should be removed.
16 IDAHO STATE UNIVERSITY
CAMPUS MASTER PLAN | WINTER 2024 17

GUIDING PRINCIPLES

Guiding Principles were developed with broad campus input and are a tool for decision-making to guide future priorities. Specific projects or opportunities will inevitably change over time but should always be considered and implemented within the Campus Master Plan.

Optimize and Enhance the Quality of Space

- Address deferred maintenance needs.
- Expand interdisciplinary collaboration.
- Design flexible and shared spaces across departments and disciplines.

Support Student Success and Wellbeing

- Increase and support access to education for traditional and non-traditional students, including life-long learners.
- Provide student support services, such as tutoring centers, academic and professional advising in convenient and accessible locations.

Enhance Connectivity and the Overall Campus Experience

- Create engaging and inspiring spaces.
- Partner with local and regional organizations to invest in campus edges and gateways.

Enrich the On-Campus Living Experience

- Provide affordable housing options for a wide range of students and learners.
- Co-locate a variety of unit types to promote interconnected, social, and cultural exchanges.

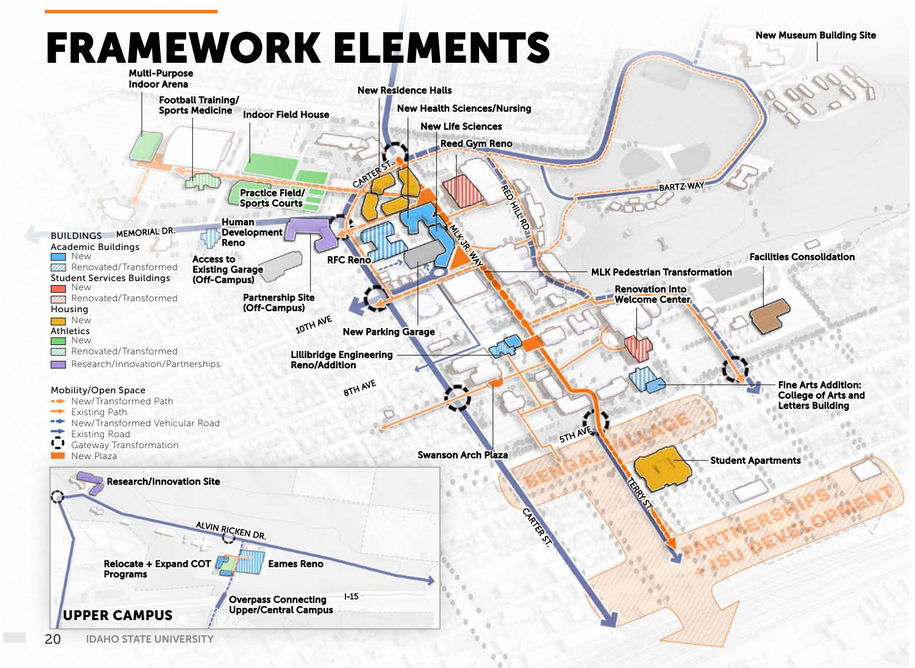
Build a Culture of Resilience

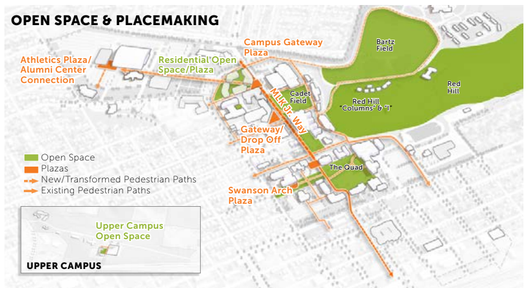
- Inspire stewardship of the broader environment through visible and educational sustainability strategies.
- Reduce intensity of energy and water usage to promote efficiencies of campus resources.

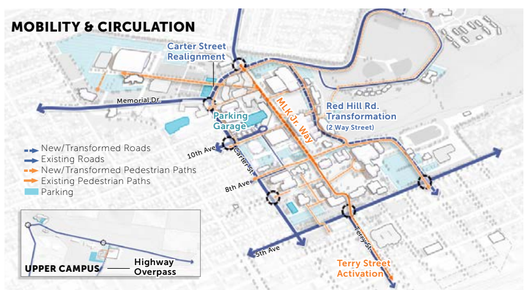
Leverage Campus Locations Across the State

- Improve competitive advantage, connections across programs, and overall sense of identity.
- Designate dedicated research and innovation areas to enhance research activity, collaboration, and other industry-related public-private partnerships.

FRAMEWORK ELEMENTS







FRAMEWORK ELEMENTS

ISU's Campus Master Plan suggests numerous capital improvements in the campus environment, encompassing academic spaces, residential life, mobility, landscape, and infrastructure to foster long-term growth and success. These improvements will enhance quality of the on-campus experience, financial and environmental resilience, and improve nearby community connections. The framework outlined here, coupled with proposed development opportunities across all ISU campuses, creates a flexible pathway for accommodating future needs over the next decade and beyond.

Open Space & Placemaking

Improvements include new plazas, improved pedestrian crossings, and the naturalization of the campus landscape.

Circulation & Mobility

Improvements include the realignment of Carter Street to prioritize pedestrians on MLK Jr. Way, transforming Red Hill Road as a two-way street, activating various campus gateways, and building a new parking garage to serve future health related clinics and promote campus core accessibility.

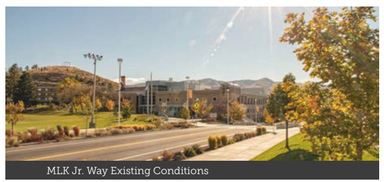
BIG IDEAS

Transform MLK Jr. Way as a Social and Cultural Place

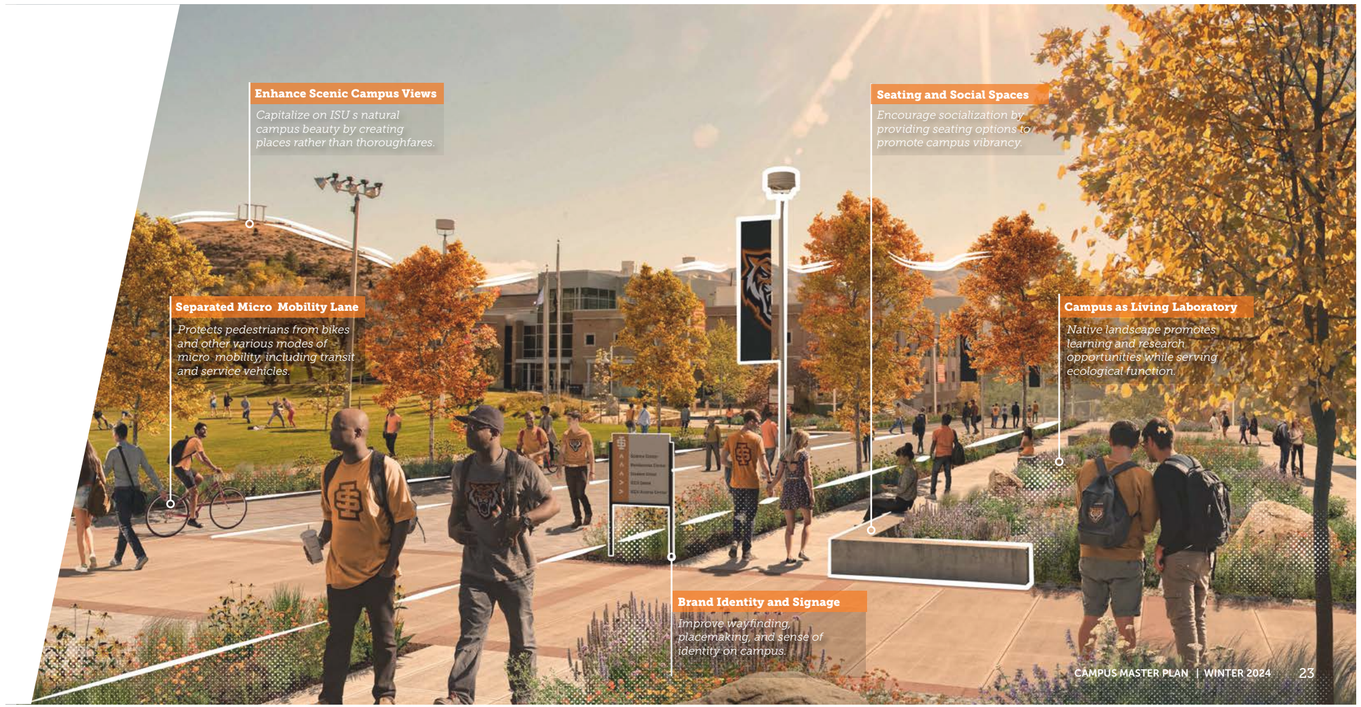
MLK Jr. Way is envisioned as a pedestrian, cyclist, and micro-mobility friendly corridor, designed to host seasonal events and activities, making it a vibrant social and cultural hub that enhances the campus experience. Building on the efforts of the Wheatley Family, ISU, City of Pocatello, and the Idaho Transportation Department, this project aims to create a safe, active, and lively campus core, while still permitting access for service vehicles, buses, shuttles, and emergency vehicles.

THESE ENHANCEMENTS WILL...

- Promote ISU as a walkable campus while improving physical and mental health.
- Provide demonstration space for campus as a living laboratory.
- Encourage socializing, exploration, and stewardship for campus.
- Improve safety, connectivity, and attractiveness.



MLK Jr. Way Existing Conditions



BIG IDEAS

Enhance the Student Housing Experience

The Campus Master Plan recommends growing the residential community through two strategically phased projects:

- Phase 1: Terry Street Housing
- Phase 2: New Dorms and Dining Hall
- Phase 3: Demo Turner/Garrison and Final Set of New Dorms

The phased approach to housing will ensure demand is met both in the near-and long-term to foster a sense of community and connectivity with dependable, affordable campus housing. Expanding and modernizing housing are essential for ISU's success.

Turner-Garrison Halls Existing Conditions

Leveraging MLK Jr. Way and new housing will further strengthen the campus core

These projects collectively envision up to approximately 600 new beds and provide much-needed outdoor amenities with new green spaces, gathering areas, and outdoor recreational facilities.

TERRY STREET HOUSING AT BENGAL VILLAGE (PHASE 1)

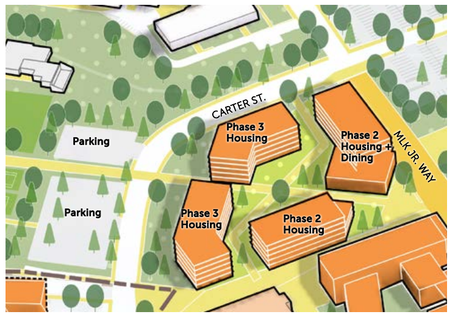
Bengal Village will enrich the campus experience while contributing to the broader revitalization of Pocatello. Terry Street Housing could serve as a near-term pilot project, promoting growth, and infill development with new nearby restaurants and retail spaces, enhancing the campus edge, and revitalizing the surrounding Warehouse District. ISU and the city should aim to strengthen the connection between the university and downtown, creating a seamless integration of academic and community life.

NEW RESIDENCE HALLS & DINING (PHASE 2 AND 3)

Turner and Garrison suffer from structural issues, rendering renovation for housing unsuitable with the facility generally in poor condition. By demolishing Turner/Garrison and rebuilding a vibrant housing village and state-of-the-art dining facility in their place, a larger number of students could be accommodated on campus, thereby further enhancing the residential life experience as part of a phased approach avoiding displacement.

THESE PROJECTS WILL...

- Improve the housing experience.
- Build a culture of sustainable and healthy living.
- Support ISU as a stronger community.



BIG IDEAS

Create an Integrated Science Complex Hub

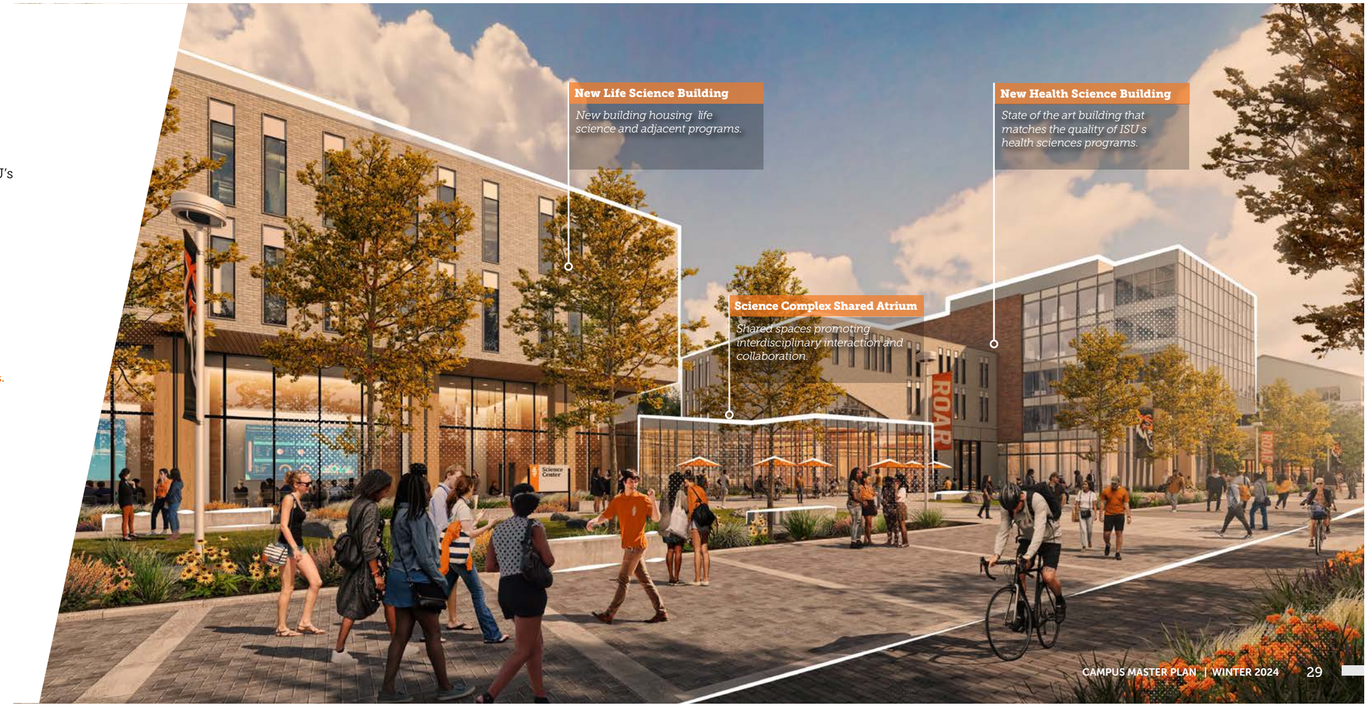
The Integrated Science Complex will strengthen ISU's role as a healthcare leader in Idaho and the broader region. Much of ISU's growth is expected within the College of Health where the need for specialized laboratories, collaboration spaces, and research/ innovation areas are needed to continue to meet the mission of the institution.

The vacant former Bannock Hospital site could also serve for industry partnerships to provide spaces designed to bring regional and national experts together.

THESE PROJECTS WILL...

- Create a physical connection between Science and Life Science facilities.
- Reinforces Life Science as a baseline for education.
- Move College of Technology to Upper Campus and improve program adjacencies.

ESTEC + Vocational Arts Existing Conditions



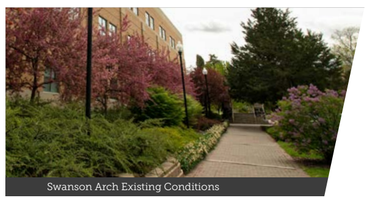
BIG IDEAS

Honor and Elevate Campus Traditions

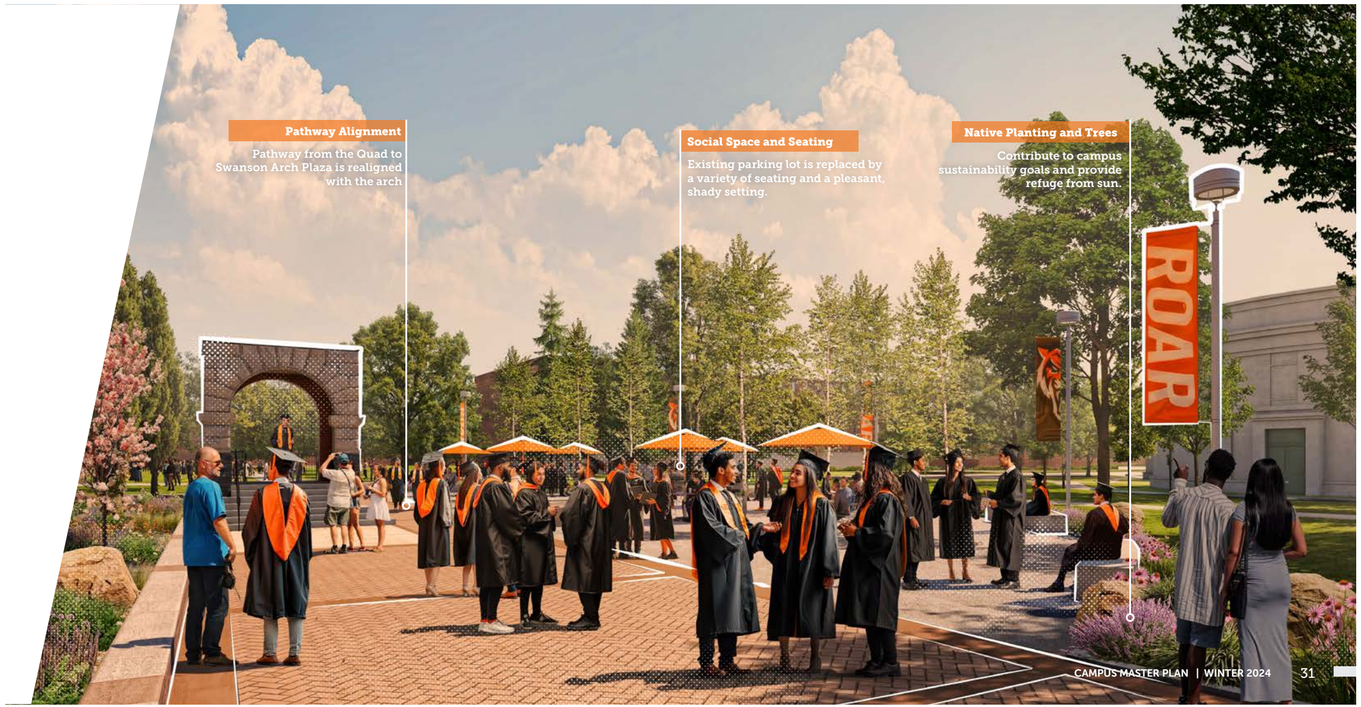
Swanson Arch is surrounded by surface parking lots which limits its significance as a celebrated space. ISU's long-held traditions could be vastly improved by removing or relocating parking and creating a new founders plaza that celebrates the history and importance of crossing through the arch. This plaza could include the installation of seating, shade structures, and native landscape to elevate its prominence and create a more inviting atmosphere.

THESE PROJECTS WILL...

- Transform the area into a vibrant cultural landmark, highlighting the historical significance of the arch.
- Commemorate and celebrate the university's heritage, creating a symbolic link to ISU's past and present.



Swanson Arch Existing Conditions



BIG IDEAS

Create a Multi-Purpose Events and Northern Gateway

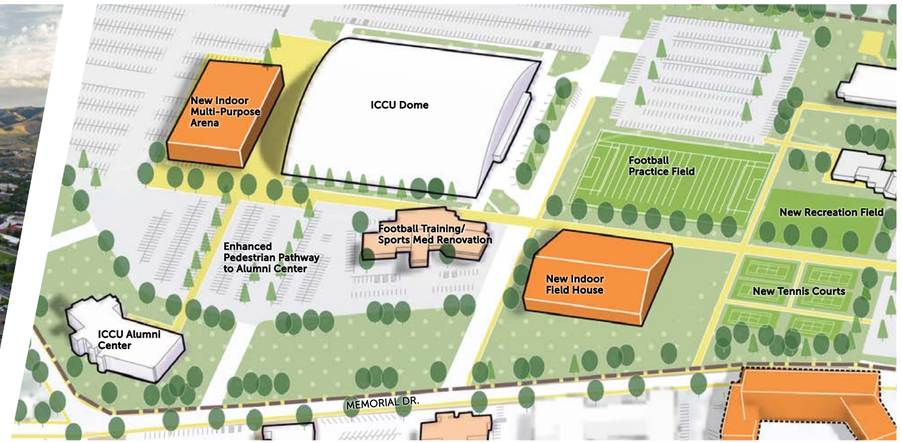
This plan aspires to transform ISU's Northern Gateway, which is currently anchored by the ICCU Alumni Center and ICCU Dome. These facilities serve as a public front-door to the university with direct access from I-15 but is largely disconnected from the campus core.

The idea is to better serve and connect these programs, transforming the area into a vibrant and active multi-use events and athletics gateway that improves venues, offers gathering spaces, and enhances the gameday experience for all the sports that compete in the area. This area is intended to complement other Athletics facilities around campus including Davis Field and the Softball Field.

THESE PROJECTS WILL...

- Enhance walkability from the academic core and housing areas.
- Serve as a space for gatherings, pre-game functions, or other events.
- Allow Reed Gym to focus entirely on student recreation, wellness, and physical education.
- Accommodate football training, while additional practice fields and sports courts—both renovated and newly constructed—would support the expansion of the athletics department.

ICCU Dome and Athletics Area facing south



BIG IDEAS

Connect Upper Campus and Re-Imagine as a Technology Hub

The Upper Campus spans over 1,000 acres and is a vital location for the College of Technology, particularly in the recently renovated Eames Complex. Despite recent renovations that have significantly improved facilities and learning environments, this area remains disconnected from the Main Campus. With the proposed relocation of the College of Technology programs, there is a unique opportunity to create a centralized hub for training and continuing education, enhancing cohesion and establishing a distinct educational center. This move will further solidify Pocatello's leadership in workforce development for Idaho and the broader region.

A new vehicular and pedestrian bridge over I-15 would serve as a prominent landmark, enhancing ISU's brand and visibility to those traveling on the highway. The increased visibility would attract prospective students and visitors, further strengthening ISU's presence and impact across the state.

THESE PROJECTS WILL...

- Improve program adjacencies for the College of Technology.
- Offer expansion of research + innovation opportunities.
- Connect to the Main Campus via a bridge over I-15.
- Enhance more efficient movement between campuses and add ingress and egress circulation for Stephens Performing Arts Center events.

Eames Complex facing south

SUPPORTING IDEAS

Academic Facilities Enhancements: Pocatello

The Campus Master Plan calls for the continuous improvement of academic facilities to support ISU's mission.

This plan also recommends improved utilization of existing classrooms and offices to maximize efficiency, along with investment in academic, research/innovation, and collaboration space. This includes rightsizing poorly functioning classrooms, and reimagining classrooms and additional spaces as academic space. This may also require a deeper look at student collaboration spaces and flexible work environments for faculty and staff.

THESE ENHANCEMENTS WILL...

- Improve the efficiency and effectiveness of existing academic facilities, maximizing utilization and creating more functional spaces.
- Foster a dynamic academic environment through the renovations.
- Provide flexible work environments for faculty and staff, as well as enhanced student collaboration spaces, creating a vibrant and supportive campus community.

Roy F. Christensen Complex

Lillibridge Engineering

SUPPORTING IDEAS

Maintenance and Facilities Services Area Consolidation

The facilities area currently encompasses shops, warehouse facilities, parking services, and a power plant, with many of these structures being of low quality and surrounded by extensive paving. Situated at one of the main entrances to campus, this area lacks aesthetic appeal and functionality. This opportunity involves a comprehensive redesign of the entire area, consolidating all facilities into a single building. The goal is to create a more sophisticated and efficient work environment for staff members. Additionally, the renovation presents an opportunity to enhance the Humbolt Street Gateway, elevating both its visual appeal and practicality as an important campus entry point.

THESE ENHANCEMENTS WILL...

- Reduce redundancy, lower operational costs, and improve resource allocation: where departments can more easily share tools, equipment, and expertise, fostering greater collaboration.
- Enhance communication and coordination among staff: leading to more effective problem-solving and a more responsive maintenance program that better supports the university's evolving needs.
- Create space to support concessions, restrooms, training, lockers, and amenities for Davis Field.

Facilities Buildings

SUPPORTING IDEAS

Central Classroom Scheduling

Only 20% of the classroom inventory was within the scheduling authority of the Office of the Registrar, while almost 70% of the inventory is decentralized or prioritized for individual academic colleges.

ISU's Campus Master Plan recommends implementing centralized scheduling as a near-term priority to enhance classroom efficiencies and utilization. By consolidating scheduling processes, ISU can optimize its facilities and resources, ensuring that its academic spaces are used to their fullest potential and focusing facility resilience efforts on the highest value improvements.

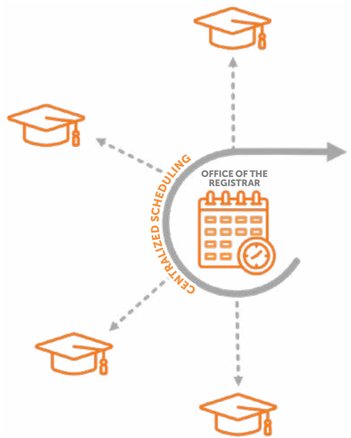
The success of centralized classroom scheduling will require coordination and collaboration among academic leadership to align existing and future needs, address diverse requirements of different departments and programs, and ensure a centralized scheduling system is both fair and functional.

This plan recommends making centralized scheduling a near-term priority to promptly position ISU to better support its students and achieve its academic mission.

IMPLEMENTING THIS WILL:

- **Reduce scheduling conflicts and overlaps:** Leading to a smoother academic experience for both students and faculty.
- **Create more efficient use of campus facilities:** Ensuring that classrooms, laboratories, and other spaces are utilized to their fullest potential.
- **Streamline the administrative process:** Reducing the burden on staff and allowing them to focus on more strategic tasks.
- **Enhance coordination among academic departments:** Fostering a more collaborative and cohesive university environment.
- **Improve resource management:** Enabling ISU to better support its academic mission and respond to the evolving needs of its community.

Centralized Scheduling Process



SUPPORTING IDEAS

Other Considerations

- **Create unifying elements like the Bengal Sculpture at Meridian and Idaho Falls to create a cohesive identity and celebrate the university's spirit.**
- **Enhance and elevate mountain views to enrich campus aesthetics.**
- **Continuously assess infrastructure systems to meet future demands, incorporating sustainability measures.**
- **Remove parking near other historical landmarks to create cultural spaces that celebrate ISU's heritage.**
- **Promote student collaboration spaces and flexible work environments for faculty and staff to enhance campus life.**
- **Integrate updated academic plans at Meridian and Idaho Falls locations.**

THE VISION

Sequencing and Phasing Pocatello

The plan creates a unified, comprehensive vision for campus development across all opportunity concepts.

The scenarios outlined within this plan are recommendations as a way to interpret Guiding Principles in support of ISU's Strategic Plan.

- Total Proposed Renovation ~750,000 SF
- Total Development ~985,000 SF
- On-Campus Beds ~700 additional

.

PROPOSED TIMING

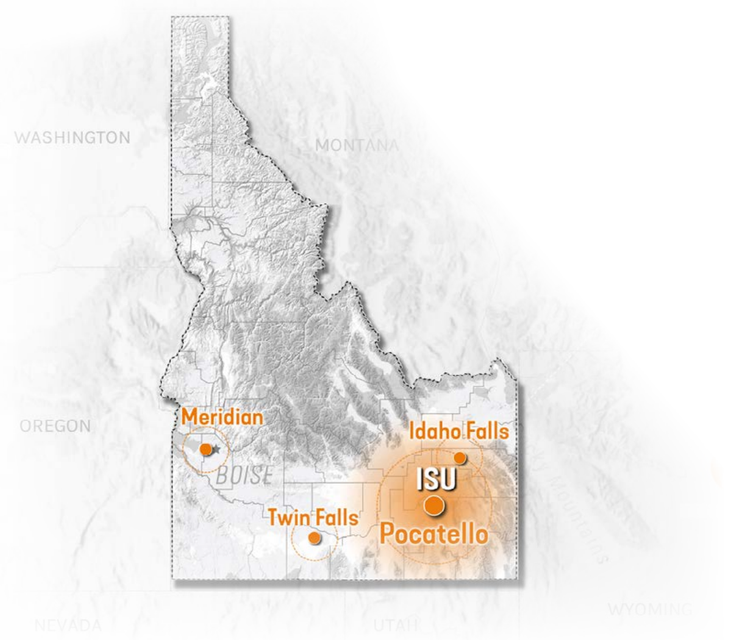
ISU's Pocatello Campus is currently undertaking several campus improvement projects, each contributing to the enhancement of education quality, research accessibility, and community engagement. These projects are outlined in the following table. Building upon the achievements of previous efforts, ISU is now venturing into the next phase of improvement. Notably, the Campus Master Plan designates projects, categorized by priority. These initiatives span across the ISU portfolio and campus fabric, aiming to bolster student success both within and beyond the classroom.

At the time of this project, plans for the Roy F. Christenson Complex call for extensive renovations, including the College of Technology space migration program on Main Campus to make way for the New Life Sciences Building.

SHORT TERM	MID-TERM	LONG-TERM
Student Housing Phase 1 (Terry Street)	New Indoor Field House	MLK Jr. Way
College of Technology Space Migration	Reed Gym Renovation	Lillibridge Engineering Addition and Renovation
Life Sciences (Sciences Complex Phase 1)	New Indoor Arena	New Facilities Building
Roy F. Christensen Building Renovation	Student Housing Phase 2 (Residence Halls)	Fine Arts Addition: College of Arts and Letters Building
Human Development Center Renovation		Welcome Center Renovation + Museum relocation
Swanson Arch		I-15 Overpass
		Student Housing Phase 3 (Residence Halls)

STATEWIDE LOCATIONS

ISU's presence throughout the State of Idaho enables greater access to resources, while ensuring educational opportunities and benefits reach communities in most need.



STATEWIDE LOCATIONS

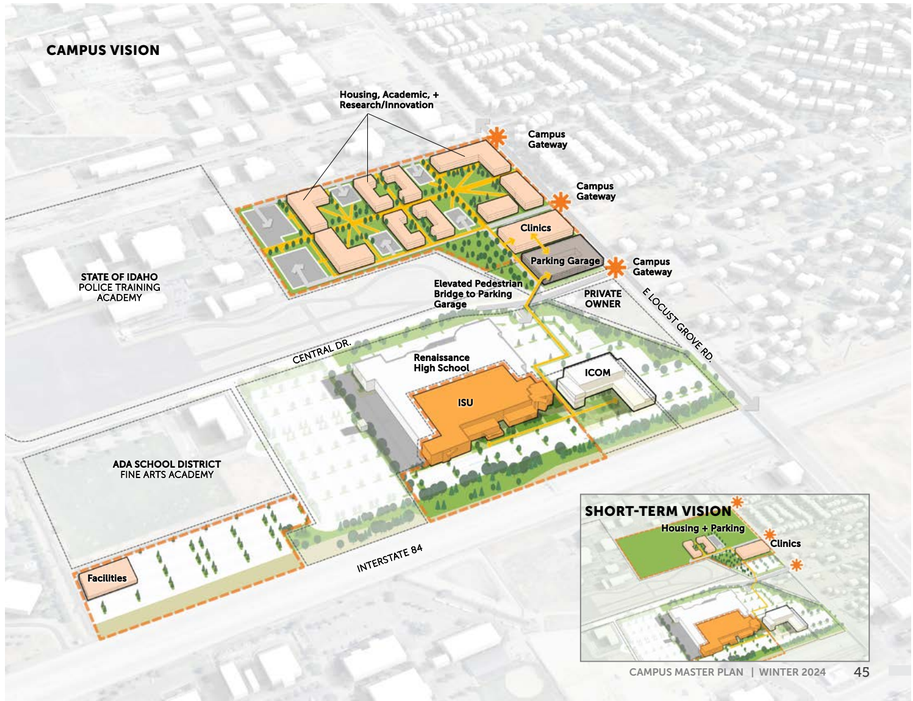
Meridian

Meridian's campus currently has 1,000 students, primarily upper division, with projections to double to 2,000. The newly acquired 23-acre site to the north provides flexibility and options in how this campus develops over time to support ISU's health education goals.

SEVERAL KEY FACTORS WILL DRIVE THE FUTURE OF THE PLAN:

- Central Drive is a barrier between the existing and 23-acre site.
- Space analysis has determined a need for approximately 170,000 square feet of academic and student space.
- The campus has a need for more research space for biomedical health sciences.
- There are issues and potential opportunities related to sharing facilities with the local high school.
- Students and faculty have expressed a need for on-campus housing. Projections put housing needs anywhere from 250 to 600 units dependent on growth.
- Development on the 23-acre site and overall campus growth will impact traffic.

Meridian Campus



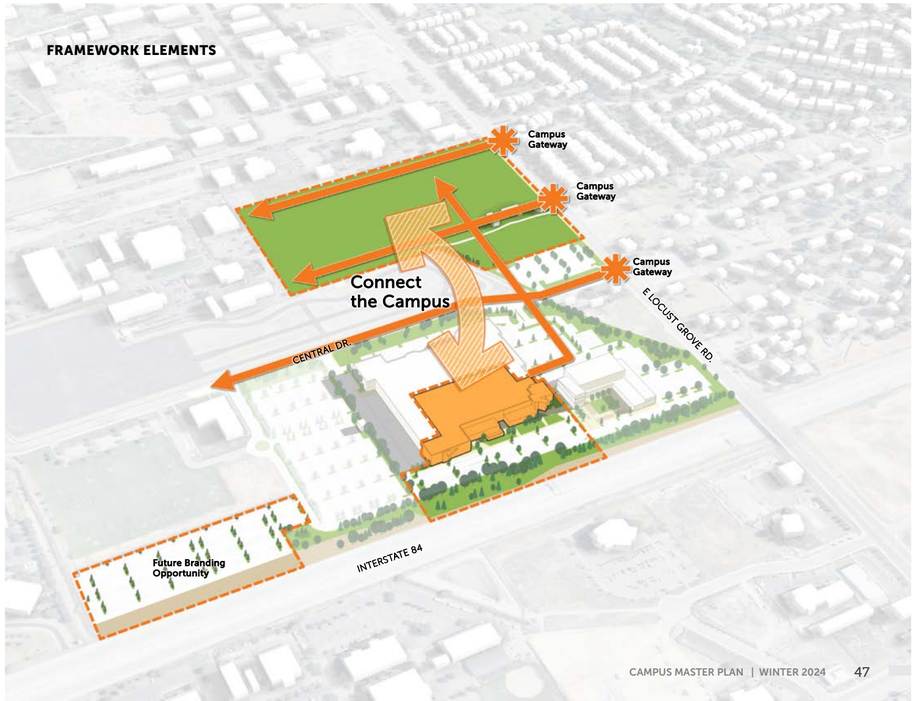
Clinic Lobby

Simulation Laboratory

MERIDIAN PLAN GOALS

One of the central goals for the Meridian campus is to connect the existing building to the newly acquired 23-acre site, which would be developed to support ISU's growing student population and health science needs. A near-term connection could be achieved through an improved pedestrian crossing at Central Drive. In the long-term, a bridged pedestrian path could connect to the proposed parking garage on the south east portion of the site.

In the near-term, new apartments on the 23-acre site could support the growing need for student housing at ISU and ICOM. Clinics are also proposed in the near term solution. Providing more housing, academic buildings, and research/innovation facilities along with adequate parking would be a long-term solution. A central pedestrian pathway and surrounding green space add to the campus feel. New campus gateways would be defined along E. Locust Grove Road. Lastly, the existing ISU parking lot could be the future home to a new facilities building, and could be utilized for branding opportunities visible from I-84.



STATEWIDE LOCATIONS

Idaho Falls

At the Idaho Falls Campus, there is a surplus of space and land as attendance on this campus has steadily declined over the past several years. The vision for Idaho Falls is to revitalize campus life through the creation of a vibrant destination for students, faculty, and researchers.

SEVERAL KEY FACTORS WILL DRIVE THE FUTURE OF THE PLAN:

- The existing facilities on the south side of the tracks are outdated, pose hazards, and lack conducive learning environments.
- The presence of the existing freight rail line creates a significant barrier, hindering direct passage between north and south buildings.
- The gateway and vehicular entrance on Fremont Avenue to South Campus is not well defined and lacks ISU branding.
- Considering that most faculty are currently teaching remotely, the analysis does not indicate an immediate need for housing.
- Adjacent nature and recreation such as the Idaho Falls Greenbelt Trail, Snake River, and Russell A. Freeman Park, are unique assets but are not well connected to campus.

Idaho Falls Campus

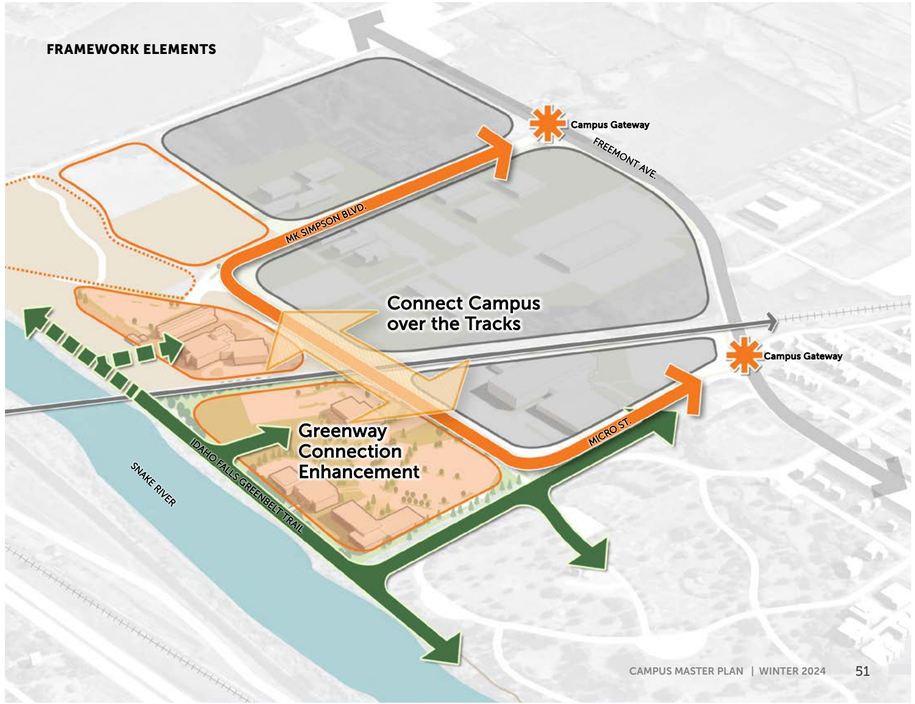
Tingey Administration Building

Tingey Auditorium

IDAHO FALLS PLAN GOALS

One goal at Idaho Falls is to create better campus connections within campus and to the greater community. The current entry experience to South Campus is convoluted and ISU branding is scant. A redesigned gateway at Fremont Avenue and Micro Street and a newly designed drop-off would create a more welcoming campus entry. Interior pedestrian paths and a central green space would lend more of a campus feel. Furthermore, an at- grade railroad crossing could connect the north and south side of campus. Lastly, interfacing with the Snake River and the Idaho Falls Greenbelt Trail would bring a health and recreation component that is currently missing from campus.

Another goal is to improve the campus facilities on the south side. In the near-term, Tingey, which is in poor condition, would be removed, with those programs moving into a renovated Student Union and Center for Higher Education. The full vision would include new campus commons and other facilities that would support Idaho Falls' programmatic strategy.



THE VISION

Sequencing and Phasing
Meridian + Idaho Falls

The plan creates a unified, comprehensive vision for campus development across all opportunity concepts, including supporting ideas across ISU's other districts and campuses.

The scenarios outlined within this plan are recommendations as a way to interpret Guiding Principles in support of ISU's Strategic Plan.

SUMMARY OF MERIDIAN INITIATIVES:

- Total Development Capacity ~850,000 SF
- On-Campus Beds ~600 additional

SHORT TERM	MID-TERM	LONG-TERM
Student Housing (200 beds)	Student Housing (400 beds)	Parking Garage
Clinics		Additional Academic and Research Space
Pedestrian Crossing Improvements at Central Drive.		Elevated Pedestrian Bridge

SUMMARY OF IDAHO FALLS INITIATIVES:

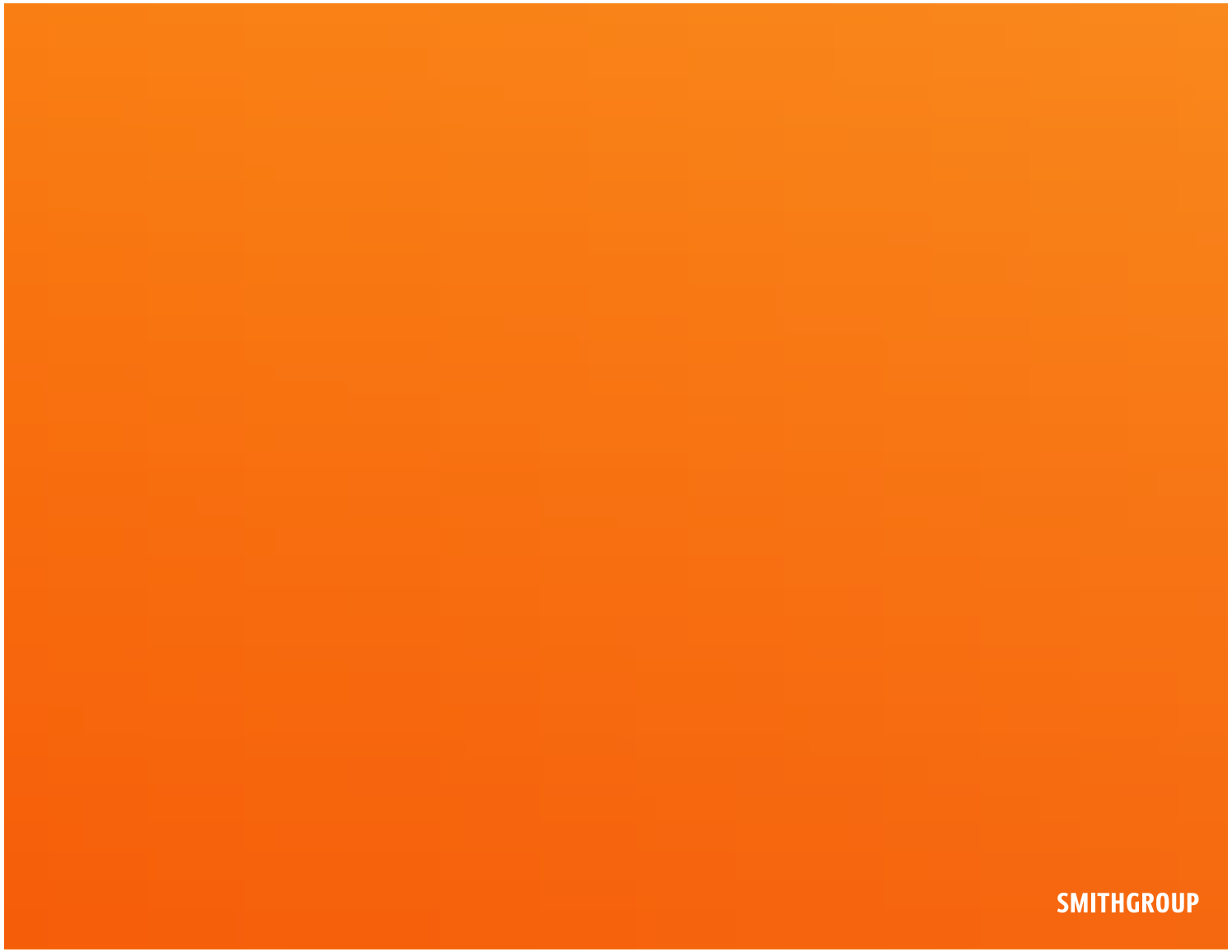
- Total Development Capacity~500,000 SF
- Total Renovation ~37,880 SF

SHORT TERM	MID-TERM	LONG-TERM
Tingey Demoltion and Program Migration	Greenway Connection	New Campus Commons
Railroad Crossing		Newly Defined Entrance and Campus Connections
Student Union Renovation		

ACKNOWLEDGMENTS

Thank you to all who contributed their time, energy, and passion to creating this vision for the future of Idaho State University. The Campus Master Plan could not have been created without the input of the individuals listed below and innumerable others not listed.

- **President's Administrative Council**
- **Charter Committee**
- **Facilities and Architectural Services**
- **Consultant Team**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CAMPUS
MASTER PLAN
TECHNICAL REPORTS
Idaho State University
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A

SITE ANALYSIS

Campus Context
Landscape Typology
Open Space
Mobility and Parking
Facilities
Infrastructure Systems

A. SITE ANALYSIS

Campus Context

CHANGE OVER THE DECADES

ISU began as the Academy of Idaho in 1901 to provide technical and vocational education to the region. By 1927, it had evolved into the Idaho Technical Institute, reflecting its growing role in higher education. The institution continued to develop, becoming the University of Idaho Southern Branch in 1927 and later Idaho State College in 1947. By 1963, it had become Idaho State University as we know today.

Over the years, ISU underwent several name changes, reflecting its evolving mission and expanding curriculum. Throughout its history, ISU has faced numerous challenges, yet has consistently adapted, becoming a cornerstone of higher education in Idaho. In recent years, ISU experienced a decline in enrollment, a trend seen across many universities due to various factors such as demographic shifts and increased competition from other institutions. This decline posed significant challenges for ISU, impacting its financial stability and ability to offer diverse programs.

More recent strategic initiatives aimed at improving student retention, enhancing academic programs, and increasing outreach have begun to be realized.

INSTITUTIONAL TIMELINE

1901-1915
ACADEMY OF IDAHO

1915-1927
IDAHO TECHNICAL INSTITUTE

1927-1947
UNIVERSITY OF IDAHO SOUTHERN BRANCH

1947-1963
IDAHO STATE COLLEGE

1963-PRESENT
IDAHO STATE UNIVERSITY

CAMPUS INFLUENCES AND AESTHETIC

Like many universities, ISU embraced modernist architectural trends after World War II. This period saw the removal of several of ISU's historic buildings to make way for new, modern structures which largely influence the campus' character today. The shift towards modernism brought a wave of new buildings characterized by functional design and minimalistic aesthetics. While these structures were intended to be practical and forward-looking, they often lacked the character of the historic buildings they replaced. This architectural transformation has left ISU with its existing campus aesthetics.

THE FUTURE

Today, ISU faces the challenge of creating a cohesive and inviting campus environment that builds upon its strengths while, addressing long-lasting issues. By prioritizing the campus experience, improving resource effectiveness and efficiency, and investing in renovations, ISU can improve its learning environments and strengthen its identity as a vibrant center of applied education and economic development in southeastern Idaho and beyond.

Looking ahead, ISU has a tremendous opportunity for improvement and enhancing its presence and impact across the state. Initiatives such as expanding online education, strengthening partnerships with local industries, and investing in research and innovation can drive growth.

View to the Portneuf Mountain Range

Pond Student Union Building

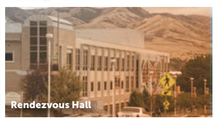
The Quad

Arch from Historic Swanson Hall

ICCU Dome

Turner Hall

Gravely Hall


Rendezvous Hall

College of Education Building

A. SITE ANALYSIS

Landscape Typology

Campus is defined by a mix of surface parking, open space, and undeveloped mountainous terrain. Surface parking on Central Campus accounts for 12% of developed land, which poses the opportunity to consolidate into parking garages, and use available land for new buildings or open space. Open space consists of primarily turfgrass, with landscaped plantings organized around building entrances and along MLK Jr. Way. More diverse plantscape across campus could reduce grounds maintenance and contribute to campus sustainability goals. Red Hill and the majority of Upper Campus is undeveloped, with a portion dedicated to trails and the cross country track. Access to nature and recreation are an important feature to be preserved in the plan.

A. SITE ANALYSIS

Open Space

EXISTING OPEN SPACE

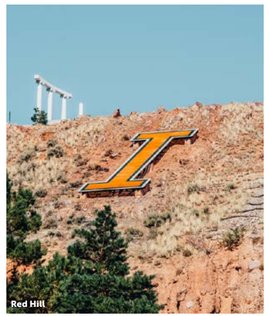
There are several notable open spaces including the Quad, Cadet Field, Bartz Field, and Red Hill (programmed open space). There are also various interstitial open spaces that play an important role in defining the campus character and feel (non contributing open space). The Quad is unique in that it is a pedestrian only space, fronted by academic, student life, and administrative buildings. It is arguably the most vibrant and active part of campus, and should be preserved.

POTENTIAL OPEN SPACE

MLK Jr. Way stitches together many of these open spaces and has the potential to become pedestrian only, also serving as open space. Swanson Arch is an important ceremonial feature, but its current location next to a parking lot could be improved, and transformed into an inviting open space.

Cadet Field

MLK Jr. Way


Red Hill

Swanson Arch

Bartz Field

The Quad

KEY TAKEAWAYS

ISU is bordered by Red Hill where its topography, mountain views, and arid climate in southeastern Idaho provides a multitude of opportunities for open space development and outdoor activity.

ISU should further embrace the outdoors and campus experience through the transformation of outdoor spaces across campus, building upon improvements to MLK Jr. Way, activating the Quad, and considering outdoor classrooms where appropriate.

A. SITE ANALYSIS

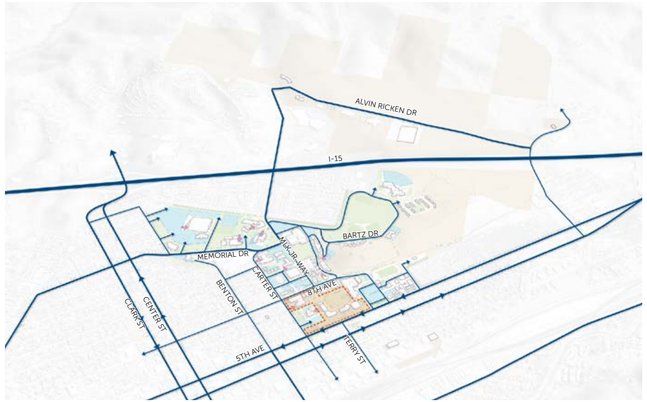
Mobility and Parking

VEHICULAR CIRCULATION

The Pocatello Campus is predominately vehicle-centric with the exception of the Quad. Most buildings have parking lots adjacent, making parking convenient, but hindering pedestrian flow.

MLK Jr. Way is the main street that runs from the Quad through campus and connects east to Upper Campus. The street has recently been upgraded with stormwater, landscaping, and sidewalk improvements; however, there is potential to build upon these improvements further for pedestrian safety and accessibility.

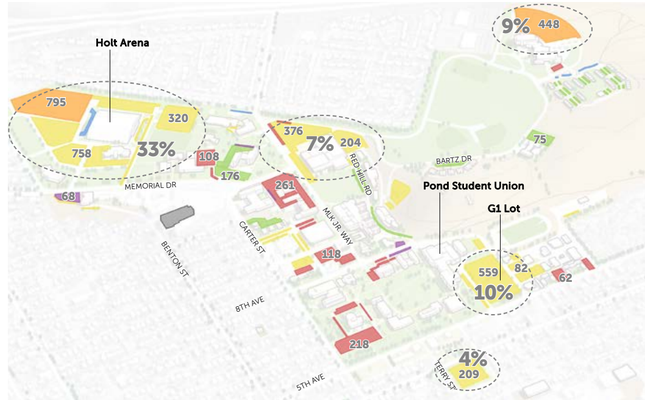
I-15 creates a divide between Upper Campus and Central Campus. Opportunity exists to better connect the two campuses over I-15.



PARKING

Parking is abundant across campus, with approximately 5,600 spaces, mostly in the form of surface lots. These lots front several buildings along MLK Jr. Way, prioritizing vehicles over pedestrian traffic. In addition, the main gateways to campus are characterized by large parking lots. The Campus Master Plan and recent improvements, such as enhanced landscape and sidewalks at the G1 parking lot, aim to address this issue.

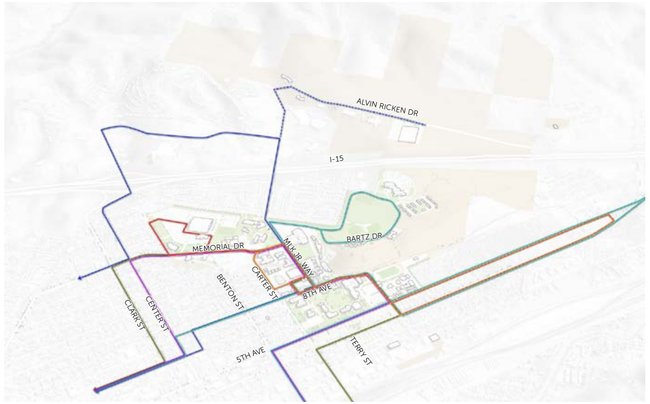
Even with the abundance of parking, the majority of parking is located on campus edges. In addition, the Campus Master Plan recommends the removal of some lots for new facilities. Therefore new parking may be required to support the needs of an evolving campus.



TRANSIT

The Bengal Shuttle and Pocatello Regional Transit provide a free bus system on the Pocatello Campus. The Bengal Shuttle operates from 7:22 am to 5:00 pm Monday to Friday during ISU Fall/Spring Semester at 15 minute intervals.

The Campus Master Plan aims to strengthen Upper Campus placemaking and programming, therefore, access to Upper Campus should be improved with more consistent shuttle service.



Bengal Shuttle

- Route #1
- Route #2

Pocatello Regional Transit

- A Route
- B Route
- D Route
- E Route (*Limited Service to/from Alvin Ricken Drive/Upper Campus)*

WALKABILITY

ISU's Pocatello Campus is fairly compact, with most locations accessible within a 5 to 10 minute walk on the Central Campus. However, there are numerous areas of pedestrian/vehicular conflicts, specifically along MLK Jr. Way and 8th Avenue. Parking lots, lack of sufficient pedestrian crossing or signage, and service drives all contribute to a fragmented pedestrian experience.

The Campus Master Plan recommends removing vehicular traffic along MLK Jr. Way and partially at 8th Avenue to create a pedestrian zone that extend from the Quad to the College of Education.

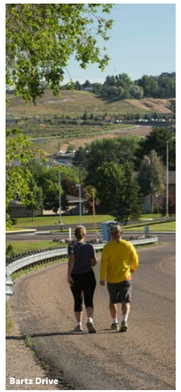
- Pedestrian Paths
- Trails
- Vehicular Paths
- Pedestrian Interruptions/Conflicts

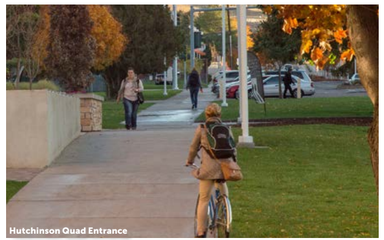
EASE OF PEDESTRIAN MOVEMENT

As part of the Understand Phase, ease of pedestrian movement was assessed. Incline of pathways and interruptions to pathways were assessed. The east end of campus by Holt Arena and Gale Life Sciences, and west ends of campus at the Quad and facilities area are fairly flat and have limited barriers to movement.

Red Hill, while an iconic feature to campus, is not fully accessible due to steep incline and unpaved portions, and creates a physical divide between east and west campus. Additionally, MLK Jr. Way is fairly steep and could pose challenges for those walking or biking uphill. MLK Jr. Way allows vehicles and has multiple entry points to service drives and parking lots which impedes pedestrian flow.

MLK Jr. Way


Bartz Drive


Hutchinson Quad Entrance

KEY TAKEAWAYS

Prioritizing the pedestrian and reducing vehicular and pedestrian conflicts is critical to the campus experience and reducing campus emissions from vehicles.

Campus gateways should be prioritized as an opportunity to enhance the campus welcome experience.

As ISU continues to transform the pedestrian experience and mobility across campus, additional recommendations are included in the Campus Master Plan to improve gateways, campus edges and circulation across campus.

A. SITE ANALYSIS

Facilities

EXISTING DISTRIBUTION OF SPACE

ISU has approximately 1.8M usable square feet to support its academic, research, administrative, and student support functions.

OTHER FINDINGS

Instructional spaces—classrooms, teaching laboratories, open laboratories, and associated support spaces—represent a quarter of the overall inventory. This is a larger proportion than seen for similar institutions.

ISU is well above its peers in instructional space per student at 72 Average Square Feet (ASF) per Student Full-Time Equivalency (FTE) (compared to an average of 43 ASF.)

College of Arts & Letters
College of Business
College of Education
College of Health
College of Pharmacy
College of Science & Engineering
College of Technology

75-100,000+
50-75,000
25-50,000
10-25,000
2-10,000
<2,0000

assignable square footage (ASF)

KEY FINDING

67%+

Percent above average ASF per Student FTE when compared to peers in instructional space.

INSTRUCTIONAL SPACE UTILIZATION

This analysis considers how well classrooms and teaching laboratories were used based on Fall 2023 scheduled courses and considers three factors—weekly room hours, seat fill rate, and the space per seat.

Note: Utilization targets recognize these spaces are used outside of scheduled, credit-bearing activity.

OTHER FINDINGS

ISU averages 16 hours per week compared to a standard 30 hours for classrooms. The current seat fill rate of 65% is close to the standard of 70%.

The analysis showed peak scheduling occurs 9:00 am to 11:00 am, Tuesday to Thursday. At best, only 55% of classrooms and teaching laboratories have scheduled activity.

Low (0-3%)
Medium (4-9%)
High (10-15%)

Weekly Student Contact Hours (WSCH) %

KEY FINDING

20%

Percentage of classroom inventory currently within the Registrar's control, resulting in inefficiencies and underutilized space.

EDUCATIONAL ADEQUACY ASSESSMENT

A critical factor in the review of classroom and teaching laboratory utilization is to understand the quality of space. The planning team completed this assessment to evaluate various physical aspects which can affect the effectiveness of learning environments. These included technology, furniture, flexibility, daylighting, finishes, and other factors.

Note: The assessment included 250 classrooms and teaching laboratories across the Pocatello Campus.

OTHER FINDINGS

Almost 80% (198) of the rooms have good proportions and sightlines.

Over 30% (81) of the rooms do not have session capture capabilities.

Almost 50% (122) of the rooms have poor access to informal learning spaces.

- High (75% and Higher)
- Mid (61-75%)
- Low (Less than 60%)

Average room score by building

KEY FINDING

50%

of rooms have poor space flexibility, without multiple fronts or opportunities for students to face each other.

KEY FINDING

90%

of teaching laboratories are in buildings rated as Critical or Poor.

BUILDING CONDITION

In early 2024, a facilities condition assessment of the Pocatello Campus was completed. When aligned with the space within the space needs analysis, the outcomes highlight inadequate building conditions.
Note: A small portion of the total ASF did not have a condition rating at the time of this analysis. These building are indicated in grey.

OTHER FINDINGS

Only 5% of space is in buildings rated as Good or Fair.

91% of classroom space is in buildings rated as Critical or Poor. Similarly, 90% of teaching laboratories are in buildings rated as Critical or Poor.

83% of the library and collaborative learning space is in buildings rated as Critical.

- Good (0-20%)
- Fair (21-40%)
- Poor (41-60%)
- Critical (>60%)
- No Information
- Recent Capital Project

KEY FINDING

100%

of student healthcare space is in buildings rated as Critical.

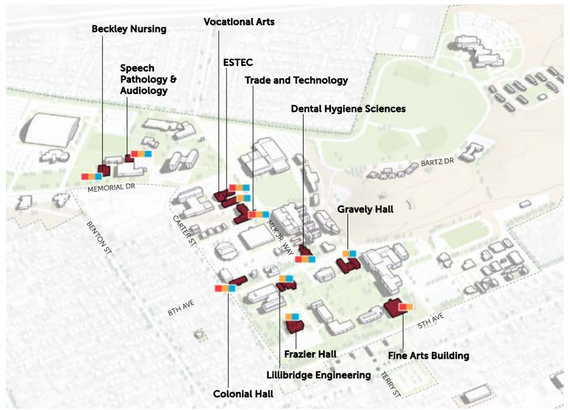
KEY FINDING

77%

of space is in buildings rated as Critical or Poor.

COMBINED FACILITIES ASSESSMENT

Educational adequacy, instructional utilization, and building condition scores were integrated to form a comprehensive facilities assessment. The graphic highlights facilities with the lowest scores in two or more categories, indicating the need for prioritized actions such as renovation, demolition, or adjustments to classroom scheduling.



Gale Life Sciences Teaching Laboratory

Trade and Technology Classroom

Lecture Center

FUTURE SPACE NEEDS CONSIDERATIONS

The space needs analysis is a quantitative measure of current space compared to the application of utilization targets and modern space standards. The analysis inherently assumes an optimization of space, which might not be possible.

The outcomes showed sufficient and in many cases, a surplus of square footage; however, there are areas of need, particularly as strategic ambitions are realized in terms of student enrollment growth.

There are opportunities to better use the instructional space inventory while right-sizing and reallocating spaces across the campus.

Not all space can be adapted easily to another use. Therefore, quantitative surpluses cannot easily be repurposed to meet deficits. Quality and configuration of existing space impacts user experience, functionality, adaptability, and use efficiency.

A. SITE ANALYSIS

Infrastructure Systems

Main Water Line

WATER

ISU's water infrastructure systems provide adequate coverage to the majority of its campus facilities. With the planned expansion of the Science Complex, there may be a need for additional capacity to support the increased demand in that area despite the planned removal of ESTEC, T&T, and vocational facilities. It is crucial that any developments on MLK Jr. Way carefully consider the existing water lines to avoid disruptions and ensure continued service. Currently, there is no comprehensive report on the existing conditions of the water infrastructure. The Campus Master Plan recommends conducting a detailed assessment of the current state and capacity and metering of the water systems. This evaluation will help identify potential upgrades and future needs, ensuring that the infrastructure can support future growth and development.

Gas Line

High Voltage Lines

ENERGY

ISU's energy infrastructure systems provide coverage to most of its campus facilities. However, the north campus has more limited redundancy and may need expansion based on a more detailed audit of the systems, particularly should a new Arena be built. The Campus Master Plan recommends conducting a detailed assessment of the current state and capacity, as well as metering of the energy systems. This evaluation will help identify potential upgrades and future needs, ensuring the infrastructure can support future growth and development.

Sewer Line
Sewer Manhole

SANITARY SEWER

ISU's sanitary sewer system is crucial for maintaining public health by effectively managing and disposing of wastewater. A well-maintained sanitary sewer system supports environmental sustainability by preventing pollutants from entering natural water bodies. The Campus Master Plan recommends conducting a detailed assessment of the current state and capacity, as well as metering of the energy systems, particularly in and around the Roy F. Christenson Complex's southern edge where renovations and demolition is anticipated to occur. This evaluation will help identify potential upgrades and future needs, ensuring the infrastructure can support future growth and development.

Steam Line
Valve

STEAM

The steam infrastructure at ISU is centrally located on campus, primarily to provide heating and hot water to various buildings. Due to its centralized nature, access to this system is limited, which can pose challenges for maintenance and expansion. While it has been effective in meeting campus needs for years, the system is outdated and less energy-efficient compared to modern alternatives. Upgrading this infrastructure would improve sustainability by reducing energy consumption and greenhouse gas emissions, aligning with contemporary environmental goals and standards. Please refer to the Energy Transition and Resilience Appendix for more recommendations.

B

SPACE NEEDS ASSESSMENT

Space Needs Overview
Academic Space Peer Benchmarking
Educational Adequacy Assessment
Instructional Space Utilization
Space Needs Guidelines
Space Needs Analysis

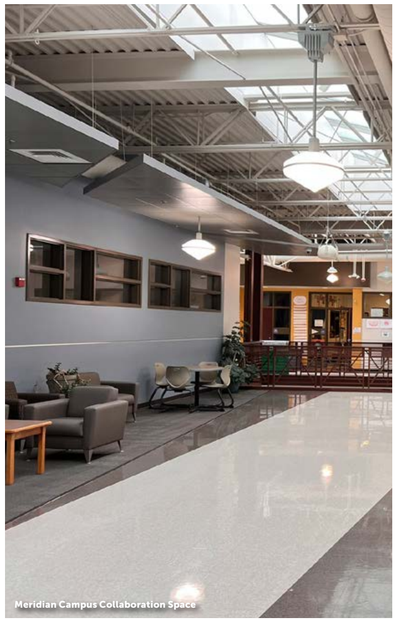
B. SPACE NEEDS ASSESSMENT

Space Needs Overview

The planning process included an evaluation of the way ISU's space inventory supported students, faculty, and staff.

The space needs analysis process was informed by:

- Quantitative inputs through four primary datasets—facilities, courses, enrollment, and personnel—for Fall 2023, which served as the snapshot in time.
- Instructional space utilization for classrooms and teaching laboratories.
- A qualitative assessment of instructional spaces to identify how the physical environment might impact use.
- One-on-one interviews with academic, administrative, and student life leadership to understand how current space meets strategic goals.
- Development of space guidelines for various space typologies, which were based on typical metrics for institutions like ISU.



Meridian Campus Collaboration Space

B. SPACE NEEDS ASSESSMENT

Academic Space Peer Benchmarking

COMPARATIVE ANALYSIS

A comparative space analysis was completed using five comparable peers identified by ISU and for whom the planning team had within its in-house comparative database. The spaces are categorized according to the Postsecondary Education Facilities Inventory and Classification Manual (FICM) and spaces in the FICM 100 series through 800 series were included in this analysis **(Table B.1)**.

The comparative space analysis is meant to be a high-level view of general space categories across the primary campus of each institution. Further, it should be noted that all values were rounded to whole numbers for reader ease.

INSTITUTION	CARNEGIE LEVEL	STUDENT HEADCOUNT	STUDENT FTE	TOTAL ASF (FICM CODES 100-800)
Anonymous*	R2	11,000	8,000	2,500,000
Cleveland State University	R2	14,600	11,300	2,500,000
Idaho State University	R2	9,200	7,300	1,900,000
University of Colorado-Colorado Springs	R2	10,400	8,500	1,000,000
University of Toledo	R2	15,600	13,500	1,400,000
Utah State University	R1	26,800	8,400	3,100,000

**One institution requested to remain anonymous. All values have been rounded in this table.*

Table B.1: Five Comparable Peers Identified by ISU

TOTAL SPACE COMPARISON

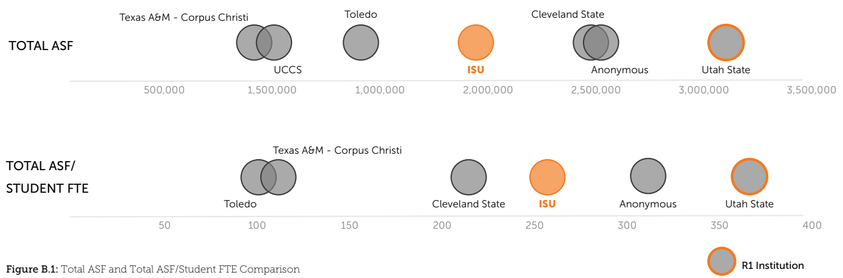


Figure B.1: Total ASF and Total ASF/Student FTE Comparison

INSTRUCTIONAL COMPARISON

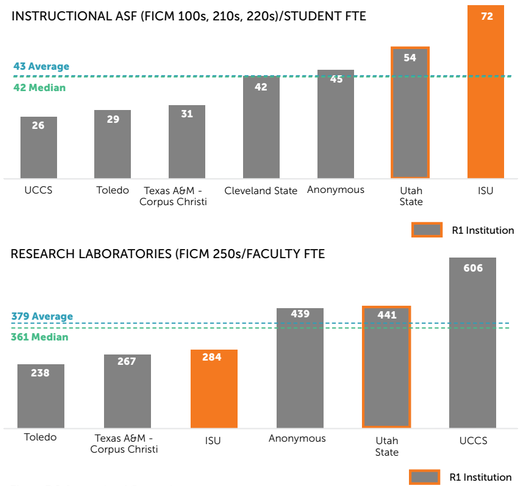


Figure B.2: Instructional Comparison

B. SPACE NEEDS ASSESSMENT

Educational Adequacy Assessment

OVERVIEW

An educational adequacy assessment blends issues of quality with usage and need. In December 2023, the planning team visually inspected and evaluated instructional spaces for their educational or functional adequacy using a scoring process developed and based on the EDUCAUSE model **(Figure B.3)**. This scoring process was tailored to fit the specific needs of ISU and functional metrics were developed to quantify the quality of existing instructional space.

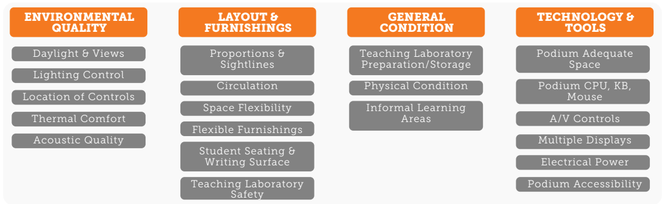


Figure B.3: Adequacy Assessment Criteria

METHODOLOGY

A total of 312 rooms were identified for the assessment based on their initial use coding as classrooms, teaching laboratories, or utilized open laboratories. A handful of assessed spaces' room use codes were adjusted due to exploration with ISU as to the actual use of those spaces in Fall 2023.

Table B.2 shows a list of the buildings and number of rooms by space category that were included in the analysis.

The process analyzed several room factors to determine whether a classroom or teaching laboratory appeared adequate for ongoing use without significant renovation or technology updates. This also included an evaluation of whether classrooms and teaching laboratories were sized in a reasonable range for current and future teaching pedagogies and whether their furnishings and utilities reflect current best practices.

BUILDING NAME	CLASS ROOMS	TEACHING LABORATORIES	TOTAL
Rendezvous Hall	29	3	32
Physical Science Complex	14	15	29
Eames Complex	13	9	22
Roy F. Christensen Complex	14	7	21
Business Administration	16	2	18
Fine Arts Building	3	14	17
Gale Life Sciences	2	14	16
C.H. Kegel Liberal Arts Building	12	3	15
Trade & Technology Building	7	7	14
Garrison Hall	5	4	9
Reed Gymnasium	2	4	6
Beckley Nursing Building	2	3	5
Graveley Hall	3	2	5
Lillibridge Engineering Building		5	5
College of Education Building	4		4
Energy Systems & Technology Education Center	2	2	4
Frazier Hall	2	1	3
Lecture Center	3		3
Owen Redfield Complex		3	3
Vocational Arts Building		3	3
Aviation Mechanics	2		2
Dental Hygiene Sciences	1	1	2
Plant Sciences	2		2
Pocatello Family Medicine & Dentistry	2		2
Red Hill Building	1	1	2
Stephens Performing Arts Center	1	1	2
Colonial Hall		1	1
Law Enforcement Building	1		1
Museum Building	1		1
Speech Pathology & Audiology		1	1
Grand Total	**144**	**106**	**250**

Table B.2: Counts of Rooms within Assessment Analysis

CRITERIA

Environmental Quality

- Daylight and Views - Natural light from the exterior and views to the exterior.
- Lighting Control - Ability to dim/darken the room; must have shades/blinds.
- Location of Controls - Ability of presenter to control lighting and dimming controls.
- Thermal Comfort - Ability for occupants to manipulate the temperature; ability to open windows.
- Acoustic Quality - Designed to equate listening experience of nearest and furthest occupant; not impacted by external noise.

Layout and Furnishings

- Proportions and Sightlines - Room dimensions appropriate for furniture layout and pedagogy.
- Circulation - Ability to easily move through space in current configuration. Access for wheel chairs.
- Space Flexibility - Multiple fronts of room, writing surfaces, and student can easily face each other.
- Flexible Furnishings - Furniture supports a range of learning activities; movable/nesting furniture.
- Safety - Emergency systems (eye wash stations) in class laboratories, ventilation, floor drains, storage.
- Preparation and Storage - Adequate space to prep/store materials for class laboratories.

General Condition

- Physical Condition - Floors, walls, ceiling, and furniture clean and in good condition.
- Informal Learning Areas - Ability to extend learning activities/interaction into adjacent areas.

Technology and Tools

- Podium (CPU, KB, Mouse) - Teaching area includes installed computer, keyboard, mouse, and monitor.
- A/V Controls - Audiovisual controls within easy access of teaching area.
- Multiple Displays - Projection, LCD, etc.
- Session Capture - Technology to capture presenter audio and displayed content and have the ability to record whiteboard, electronic whiteboard applications, or chalkboard annotations.
- Electrical Power - Accessible by all participants regardless of seat/location (including students).
- Podium Accessibility - Podium/lectern and all related tech systems are accessible for wheelchairs.

EXAMPLES OF "POOR" SPACES

Laboratories and Classrooms That Are Outdated, Furnishings and Equipment Past Their Useful Life, Inflexible and/or Inaccessible Spaces, Poor Sightlines

Physical Science Complex 304

Gravely Hall 12

Fine Arts Building 216

EXAMPLES OF "FAIR" SPACES

Laboratories and Classrooms That Are Well Maintained, Adequate for Pedagogy, Semi-Flexible Learning Environments, Adequate Sightlines

Roy F. Christensen 116

Eames Complex 408

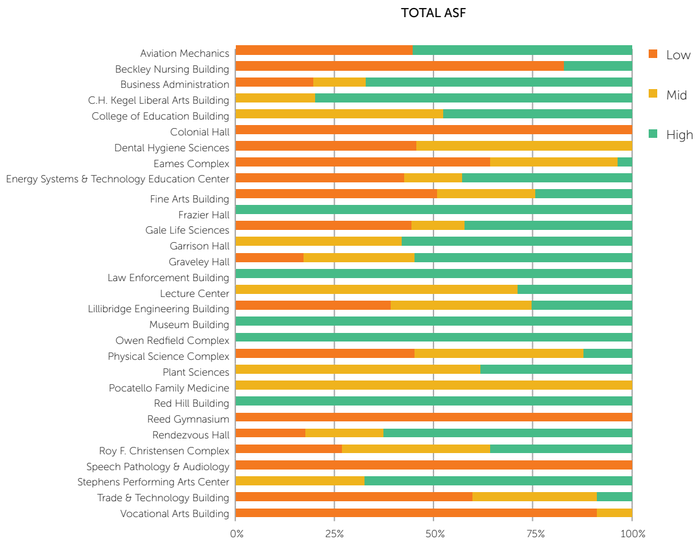
EXAMPLES OF "GOOD" SPACES

Laboratories and Classrooms That Are Updated, Well-Designed for Current Pedagogy, Flexible Learning Environments, Adequate Accessibility Throughout Space

Business Administration 212

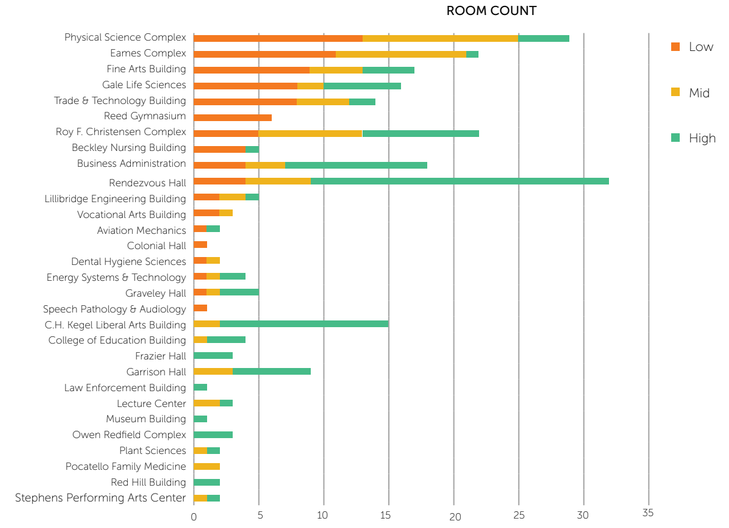
Liberal Arts 256

Figure B.4: Room Ratings by Building (of Total ASF)



Ratings are based on the range of overall room scores:
Low = 21%-58%; Mid = 59%-70%; High = 71%-94%

Figure B.5: Room Ratings by Building (Room Count)



Ratings are based on the range of overall room scores:
Low = 21%-58%; Mid = 59%-70%; High = 71%-94%

Table B.3: Average Rooms Score By Building (Sorted by Overall Score)

*CR = Classrooms
**TL = Teaching Laboratories

BUILDING NAME	CR*	TL**	TOTAL	OVERALL	ENVIRONMENTAL	LAYOUT	CONDITION	TECHNOLOGY
Frazier Hall	2	1	3	84%	82%	77%	100%	92%
Museum Building	1		1	77%	67%	90%	75%	75%
Owen Redfield Complex		3	3	76%	74%	72%	92%	79%
C.H. Kegel Liberal Arts Building	12	3	15	76%	80%	79%	68%	73%
Red Hill Building	1	1	2	74%	78%	79%	75%	63%
Business Administration	16	2	18	73%	79%	63%	75%	79%
Garrison Hall	5	4	9	72%	83%	68%	56%	74%
College of Education Building	4		4	72%	64%	75%	100%	63%
Rendezvous Hall	29	3	32	71%	71%	70%	62%	78%
Law Enforcement Building	1		1	71%	89%	80%	25%	63%
Stephens Performing Arts Center	1	1	2	71%	78%	76%	75%	57%
Lecture Center	3		3	70%	63%	63%	83%	79%
Plant Sciences	2		2	70%	62%	65%	75%	82%
Roy F. Christensen Complex	14	7	21	66%	67%	69%	70%	63%
Energy Systems & Tech Education Center	2	2	4	66%	67%	78%	44%	60%
Pocatello Family Medicine & Dentistry	2		2	65%	67%	65%	38%	75%
Graveley Hall	3	2	5	64%	69%	67%	35%	73%
Gale Life Sciences	2	14	16	62%	64%	53%	47%	81%
Lillibridge Engineering Building		5	5	61%	56%	63%	75%	58%
Physical Science Complex	14	15	29	59%	54%	67%	52%	58%
Dental Hygiene Sciences	1	1	2	59%	67%	41%	63%	76%
Aviation Mechanics	2		2	58%	56%	55%	38%	76%
Vocational Arts Building		3	3	56%	74%	51%	42%	50%
Fine Arts Building	3	14	17	55%	59%	61%	49%	45%
Trade & Technology Building	7	7	14	55%	54%	67%	30%	52%
Beckley Nursing Building	2	3	5	54%	60%	54%	35%	55%
Eames Complex	13	9	22	53%	37%	66%	64%	49%
Speech Pathology & Audiology		1	1	47%	33%	46%	25%	75%
Reed Gymnasium	2	4	6	44%	54%	50%	33%	31%
Colonial Hall		1	1	29%	22%	46%	25%	13%

Table B.4: Average Rooms Score By Building (Sorted by Number of Rooms)

*CR = Classrooms
**TL = Teaching Laboratories

BUILDING NAME	CR	TL	TOTAL	OVERALL	ENVIRONMENTAL	LAYOUT	CONDITION	TECHNOLOGY
Rendezvous Hall	29	3	32	71%	71%	70%	62%	78%
Physical Science Complex	14	15	29	59%	54%	67%	52%	58%
Eames Complex	13	9	22	53%	37%	66%	64%	49%
Roy F. Christensen Complex	14	7	21	66%	67%	69%	70%	63%
Business Administration	16	2	18	73%	79%	63%	75%	79%
Fine Arts Building	3	14	17	55%	59%	61%	49%	45%
Gale Life Sciences	2	14	16	62%	64%	53%	47%	81%
C.H. Kegel Liberal Arts Building	12	3	15	76%	80%	79%	68%	73%
Trade & Technology Building	7	7	14	55%	54%	67%	30%	52%
Garrison Hall	5	4	9	72%	83%	68%	56%	74%
Reed Gymnasium	2	4	6	44%	54%	50%	33%	31%
Beckley Nursing Building	2	3	5	54%	60%	54%	35%	55%
Graveley Hall	3	2	5	64%	69%	67%	35%	73%
Lillibridge Engineering Building		5	5	61%	56%	63%	75%	58%
College of Education Building	4		4	72%	64%	75%	100%	63%
Energy Systems & Tech Education Center	2	2	4	66%	67%	78%	44%	60%
Frazier Hall	2	1	3	84%	82%	77%	100%	92%
Lecture Center	3		3	70%	83%	63%	83%	79%
Owen Redfield Complex		3	3	76%	74%	72%	92%	79%
Vocational Arts Building		3	3	56%	74%	51%	42%	50%
Aviation Mechanics	2		2	58%	56%	55%	38%	76%
Dental Hygiene Sciences	1	1	2	59%	67%	41%	63%	76%
Plant Sciences	2		2	70%	62%	65%	75%	82%
Pocatello Family Medicine & Dentistry	2		2	65%	67%	65%	38%	75%
Red Hill Building	1	1	2	74%	78%	79%	75%	63%
Stephens Performing Arts Center	1	1	2	71%	78%	76%	75%	57%
Colonial Hall		1	1	29%	22%	46%	25%	13%
Law Enforcement Building	1		1	71%	89%	80%	25%	63%
Museum Building	1		1	77%	67%	90%	75%	75%
Speech Pathology & Audiology		1	1	47%	33%	46%	25%	75%

KEY TAKEAWAYS

Almost 80% (198) of the rooms have good proportions and sightlines.

Over 30% (81) of the rooms do not have session capture capabilities.

Almost 50% (122) of the rooms have poor access to informal learning spaces.

Almost 50% (118) of the rooms have poor space flexibility, without multiple fronts of the room or opportunity for the students to face each other.

Notable buildings with low ratings (scale based on ASF and room count):

- Physical Science Complex
- Eames Complex
- Fine Arts Building
- Gale Life Sciences
- Trade & Technology Building

Gale Life Sciences 261

B. SPACE NEEDS ASSESSMENT

Instructional Space Utilization

The planning team completed a utilization analysis of classrooms and teaching laboratories using Fall 2023 course data. Understanding how classrooms and teaching laboratories are scheduled and utilized provides the foundation for and assists in understanding existing capacity, operational efficiencies, and space needs. A summary is included here.

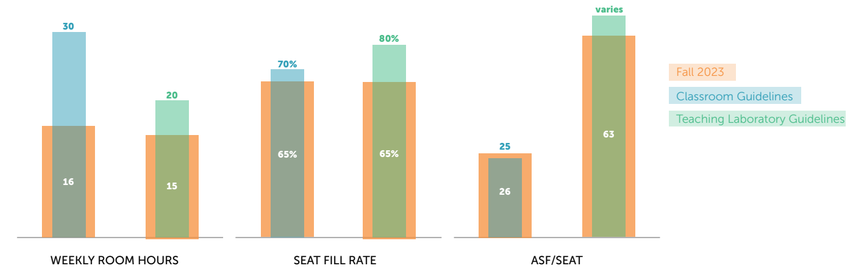


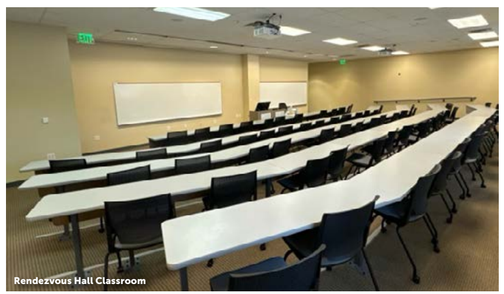
Figure B.6: Classroom and Teaching Laboratory Utilization Compared to Guidelines

CLASSROOM UTILIZATION

There were 150 scheduled classrooms, out of 158 total, on the ISU Pocatello Campus in the Fall 2023 term. Classroom utilization is a function of the number of scheduled courses, class time duration, and course enrollment compared to the number of student seats in the room. A typical utilization target for institutions like ISU is 30 to 35 hours of weekly scheduled use per room with 70 to 75% of the seats filled (on average).

CLASSROOM UTILIZATION BY BUILDING

The average weekly hours classrooms were scheduled was 16 with 65% of the seats filled (**Table B.5**). The average student seat size of approximately 26 ASF, which is slightly above 25 ASF, is a typical target for modern learning environments. Of note, the average is below this target in rooms with 36 to 50 seats, which were some of the more heavily scheduled rooms. Likewise, rooms with 76 to 100 seats were the highest scheduled (22.3 hours) but had only 18 ASF per seat (on average).



Rendezvous Hall Classroom

BUILDING NAME	NO. OF ROOMS	AVG ASF PER SEAT	WSCH*	AVG WEEKLY ROOM HOURS	SEAT FILL RATE
Law Enforcement Building	1	52.8	360	45	40%
Aviation Mechanics	2	22.7	1,580	35	81%
Red Hill Building	1	27.9	747	31.8	76%
Speech Pathology & Audiology	1	23.3	349	26.5	44%
Eames Complex	13	39.3	8,639	24.2	141%
Eli M. Oboler Library	8	22.4	2,331	24	32%
Dental Hygiene Sciences	1	39.4	791	23	104%
Frazier Hall	2	27.3	510	18	51%
C.H. Kegel Liberal Arts Building	13	30.3	3,985	17.9	64%
Lecture Center	3	15.9	3,108	17.2	49%
Physical Science Complex	15	22.7	7,401	16.7	61%
Beckley Nursing Building	2	17.3	1,099	16.3	62%
Stephens Performing Arts Center	1	67	176	16	69%
Rendezvous Hall	29	21.6	10,374	15.7	59%
Energy Systems & Technology Education Center	2	43.1	236	15.5	48%
Plant Sciences	2	40.4	676	15	54%
Business Administration	16	23.2	4,993	14.8	42%
Albion Hall	1	33.9	175	13.5	43%
Garrison Hall	6	30.8	794	12.7	55%
Trade & Technology Building	6	39.3	408	11.9	37%
Roy F. Christensen Complex	15	28.3	2,406	11.2	49%
Fine Arts Building	3	24.8	1015	11	61%
College Of Education Building	5	25.8	1,622	10.4	61%
Gale Life Sciences	2	22.9	86	6.3	38%
Pocatello Family Medicine & Dentistry	2	41.3	83	5.9	70%
Graveley Hall	3	38.7	171	5.7	52%
Reed Gymnasium	2	56.3	145	5.4	64%
Museum Building	1	21.4	52	3	79%
Total No. of Rooms = 158	**AVERAGE**	**25.6**		**16.1**	**65%**
Total No. of Seats = 5,526	**Total**		**54,310**		

Table B.5: Classroom Utilization by Building

** WSCH = Weekly Student Contact Hours*

TEACHING LABORATORY UTILIZATION

There were 119 scheduled teaching laboratories, out of 127 total, on the ISU Pocatello Campus in Fall 2023. Teaching laboratory utilization is a function of the number of scheduled courses, class time duration, and course enrollment compared to the number of student seats in the room. A typical utilization target for institutions like ISU is 18 to 24 hours of weekly scheduled use per room with 80% of the seats filled (on average).

On the ISU Pocatello Campus, teaching laboratory utilization was 15 hours per week with 65% of the student seats occupied (**Table B.6**).

Gale Life Sciences Teaching Laboratory

BUILDING NAME	NO. OF ROOMS	AVG ASF PER SEAT	WSCH*	AVG WEEKLY ROOM HOURS	SEAT FILL RATE
Energy Systems & Technology Education Center	2	86.9	653	29	55%
Business Administration	2	35.2	1,065	27	49%
Eames Complex	12	147.2	3,635	26.8	68%
Trade & Technology Building	7	112.2	1,111	22.4	39%
Speech Pathology & Audiology	1	28.5	150	22	45%
Owen Redfield Complex	3	54.7	1,064	21.8	76%
Rendezvous Hall	3	34.1	1,201	17.3	63%
Roy F. Christensen Complex	13	53	2,283	16.8	63%
Garrison Hall	4	51.6	1,218	15.3	89%
Reed Gymnasium	5	62.7	936	15.1	54%
Frazier Hall	1	30.1	311	15	74%
Beckley Nursing Building	4	74.1	909	14.6	101%
Gale Life Sciences	14	46.9	3,393	14.6	73%
Vocational Arts Building	4	43	480	13.5	48%
Physical Science Complex	16	45.2	3,036	12.8	66%
Dental Hygiene Sciences	1	27.4	394	11.8	83%
C.H. Kegel Liberal Arts Building	3	42.4	387	9.5	70%
Fine Arts Building	15	71.9	2,096	9.3	74%
Albion Hall	2	61.3	201	9	41%
Stephens Performing Arts Center	3	126.8	195	7	61%
Red Hill Building	2	81.4	137	5.3	43%
Lillibridge Engineering Building	7	56.7	363	4.7	62%
Graveley Hall	2	33.1	72	4.5	27%
Colonial Hall	1	39.5	12	3	33%
Total No. of Rooms = 127	**AVERAGE**	**62.7**		**14.9**	**65%**
Total No. of Seats = 2,659	**TOTAL**		**25,300**		

Table B.6: Teaching Laboratory Utilization by Building

** WSCH = Weekly Student Contact Hours*

B. SPACE NEEDS ASSESSMENT

Space Needs Guidelines

Guidelines were developed and applied to quantify current and future space needs, which reflect national best practices and factors conditions specific to ISU. The application of these guidelines is appropriate for campus-level planning to understand the order of magnitude of need and/or opportunity. Not all guidelines should be used for programming and designing new or renovated space. For each space type, a short definition is provided with the applied guideline.

CLASSROOMS

Classrooms are defined as any room primarily used for scheduled instruction requiring no special equipment. The rooms are generally referred to as "general purpose" classrooms, seminar rooms, or lecture halls. The guideline is driven by the utilization target of 30 weekly room hours of scheduled use; 70% seat fill rate; and 25 ASF per seat.

DISCIPLINE (APPLIED AT COURSE LEVEL)	ASF/SEAT
Mathematics	30
Business & Management; Communications; Computer-Based Laboratory; Education	40
Geosciences; Music	60
Biological Sciences; Chemistry; Physics	75
Art	80
Health Professions	90
Engineering & Technology	120
Dance/Theatre	150

TEACHING LABORATORIES

Teaching laboratories are defined as rooms used primarily for regularly scheduled classes that require special purpose equipment to serve the needs of a particular discipline for group instruction, participation, observation, experimentation, or practice. The guideline is driven by the utilization target of 20 weekly room hours of scheduled use and 80% seat fill rate. The space per seat varies by discipline, which ranges from 30 to 150 ASF/seat.

RESEARCH AND CREATIVE SPACE

Research space needs at research intensive institutions is typically established by applying a factor per square foot to research expenditures. At regional institutions where all faculty are expected to participate in funded or unfunded research and creative or scholarly activity, an appropriate amount of space in this category can be established by applying a factor per faculty member. This establishes an overall quantity of space to be allocated by the institution as appropriate for individual faculty research, scholarly, and creative endeavors.

COLLEGE	ASF/FACULTY
College of Arts & Letters	50-225
College of Business	80
College of Education	90
College of Health Division of Health Sciences	300
College of Pharmacy	250
College of Science & Engineering	80-375
College of Technology	300-375

An additional allocation of 10% of the research need is included to account for shared support space. Likewise, the existing reserve space in the Measurement and Control Engineering Research Center and the Eames Complex were included to provide flexibility as opportunities arise.

OFFICE SPACE

Office space usually consists of at least three types of space: offices and workstations; conference rooms; and office service space, which includes workrooms, file rooms, supply rooms, reception areas, and other rooms usually found in an office suite environment. To develop guidelines for office space, employee groups were considered with a workspace allocation and subsequent support space allocation. These guidelines do not make determinations as to private, shared, or open workspace. The guidelines were derived from the State of Idaho standards, which allocations ranged from 75 to 300 ASF, which reflects a variation of need for those employees whose workspace is not a typical office environment such as maintenance staff.

CLINICAL SPACE

Clinical space are defined as spaces used for providing diagnosis, consultation, treatment, or other services with a primary purpose of instruction, research, or public service. The guideline was based on existing space and changes in enrollment for those academic colleges with clinical activities.

LIBRARY SPACE

This category recognizes that the tradition of all campus study space being located in the library has been superseded by distributed informal learning and collaborative study space across campus. The contemporary academic library is best defined as a blend of the traditions of the past integrated with digital media. Space such as stack areas, individual study space, group study rooms, staff offices, and processing or technical areas comprise the library. Collaborative learning space is an informal study space located outside of the library. It is typically adjacent to scheduled teaching space to facilitate group and individual study prior to class and as a place to continue class discussions outside of the classroom.

The guideline for this category considers the physical collection size, existing study seats, and service space. Back-of-house functions and circulation and reference desks were included as well. The existing collection includes approximately 1 million physical volume equivalents with nominal change anticipated over the next ten years. A conversion factor was used to generate stack space needs. In addition, 25 ASF per student was applied to provide study space for 20% of the undergraduate student population and 10% of the graduate student population.

HEALTHCARE SPACE

Healthcare space includes both medical and counseling services space needed to support students. A factor of 1 ASF per student headcount was applied to establish the space requirement for student healthcare space.

RECREATION AND PHYSICAL EDUCATION

Recreation space represents gymnasiums, court facilities, weight rooms, indoor running tracks, and fitness centers, as well as supporting locker room and shower/toilet facilities, equipment storage and check-out rooms. Only indoor space is included within this space category. The National Intramural-Recreational Sports Association (NIRSA) standards were used. The NIRSA standards consider indoor recreation and fitness facilities such as courts, group exercise rooms, cardio equipment, swimming pools, climbing walls, and associated service areas like locker rooms and outdoor equipment storage.

ATHLETICS

The athletics space category is similar to the recreation category with the exception of priority user and/or to the department to whom the space has been allocated. Athletics space is intended to support the intercollegiate teams at ISU. The category includes only indoor space. Given the unique nature of ISU's facilities and its climate, a guideline of 30 ASF per student FTE was used.

STUDENT-CENTERED SPACE

Student-centered space includes non-residential dining facilities, bookstores, ballrooms, student lounges, student recreational facilities (such as game and video rooms, not fitness facilities), and student government/club/organization space. While commonly referred to as a center or a union, these spaces are often distributed throughout a campus. A factor of 12 ASF per student FTE was applied to establish the space requirement for this category.

ASSEMBLY AND EXHIBITION

Assembly and exhibit space is any room that is designed and equipped for the assembly of a large number of people and in direct support of academic programs and experiences. Spaces include theaters, auditoriums, concert halls, and art exhibit space. A commonly used guideline is set by the Association for Learning Environments (formerly the Council of Educational Facility Planners International). For Fall 2023, the guideline establishes a core of 22,450 ASF plus 5,000 ASF for institutions with an active music program. An additional 6 ASF per FTE over 5,000 is included. Finally, an additional allocation was made to account for the Stephens Performing Arts Center given its use beyond university activities by the local and regional communities.

FACILITIES SUPPORT

Facilities Support space typically includes shops, central storage, and central services, but can also include other space types assigned to the physical plant. The factors considered when determining the appropriate guideline include purchasing practices that affect warehousing needs, storage space adjustments due to climate, extent of grounds maintenance, and the types of facilities being maintained. A metric of 6% of all non-physical plant space for the base year was used for this study. The proposed ASF recommended is based upon the recommended square footage using the 6% metric, minus existing physical plant space.

MISCELLANEOUS

Miscellaneous space consists of spaces not included in the space categories above, such as media production, instructional clinics, demonstration space, field buildings, non-assigned meeting rooms, and animal facilities. The guideline of 10 ASF per student FTE is based on the planning team's experience with similar institutions to ISU's type and enrollment.

B. SPACE NEEDS ASSESSMENT

Space Needs Analysis

Through discussion with ISU Leadership, space needs analyses were developed to quantify current needs (Fall 2023) and future needs based on different enrollment scenarios.

The following summary tables **(Table B.7, B.8, and B.9)** illustrates the application of guidelines and inputs (assumptions related to space, enrollment, and faculty and staff growth). Not all apparent surpluses can be re-purposed to meet an area of quantitative need. Additionally, quality and configuration of space should be considered in space optimization. For example, office space might indicate an excess of space while the existing configuration does not allow for an easy reallocation to another use. The space needs analysis identifies order-of-magnitude need, highlight areas of exploration, and set guidelines for future capital programming and investment. Finally, the total existing space slightly increases in the future-state scenarios for Pocatello and Meridian due to planned or in-progress projects.

POCATELLO

10% Growth

- Growth applied evenly across colleges except for Pharmacy, Education, and Science, Engineering (no change).
- Employees within colleges change at half the rate of enrollment.
- All other employees change at 5%.

5% Decline

- Decline applied evenly across colleges.
- Employees within colleges change at half the rate of enrollment.
- All other employees change at 2.5%.

18% Growth

- Growth applied evenly across colleges except for Pharmacy, Education, and Science, Engineering who increase at 5%.
- Employees within colleges change at half the rate of enrollment.
- All other employees change at 9%.

	FALL 2023 ACTUAL	**10% GROWTH** PROJECTED	**5% DECLINE** PROJECTED	**18% GROWTH** PROJECTED
Enrollment	6,819*	7,502	6,478	8,047
(FTE)	*(4,012)*	*(4,413)*	*(3,812)*	*(4,732)*
Faculty	643	650	641	675
Staff	1,386	1,412	1,379	1,455

**Early college students are excluded.*

	FALL 2023 STUDENT HEADCOUNT = 6,810			**10% GROWTH** STUDENT HEADCOUNT = 7,502			**5% DECLINE** STUDENT HEADCOUNT = 6,478			**18% GROWTH** STUDENT HEADCOUNT = 8,047		
FINDINGS	EXISTING ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)	PLANNED EX. ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)	PLANNED EX. ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)	PLANNED EX. ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)
ACADEMIC SPACE												
Classrooms	151,500	62,500	89,000	162,000	67,000	95,000	162,000	57,000	105,000	162,000	71,500	90,500
Teaching Laboratories	195,500	156,500	39,000	201,500	167,000	34,500	201,500	139,500	62,000	201,500	178,500	23,000
Open Laboratories	165,000	56,000	109,000	167,000	62,000	105,000	167,000	53,500	113,500	167,000	66,500	100,500
Research & Creative Activity Space	166,500	103,000	63,500	166,500	104,000	62,500	166,500	102,500	64,000	166,500	106,500	60,000
Clinical Space	23,000	23,000	-	23,000	25,500	(2,500)	23,000	22,000	1,000	23,000	27,500	(4,500)
Academic Space Subtotal	***701,500***	***401,000***	***300,500***	***720,000***	***425,500***	***294,500***	***720,000***	***374,500***	***345,500***	***720,000***	***450,500***	***269,500***
ACADEMIC SUPPORT SPACE												
Academic Offices	312,500	195,500	117,000	312,500	203,500	109,000	312,500	191,500	121,000	312,500	209,500	103,000
Administrative Offices	109,500	87,000	22,500	109,500	90,500	19,000	109,500	85,500	24,000	109,500	93,000	16,500
Library & Collaborative Learning Space	129,000	120,500	8,500	129,000	147,500	(18,500)	129,000	142,500	(13,500)	129,000	150,500	(21,500)
Academic Support Space Subtotal	***551,000***	***403,000***	***148,000***	***551,000***	***441,500***	***109,500***	***551,000***	***419,500***	***131,500***	***551,000***	***453,000***	***98,000***
STUDENT SPACE												
Recreation & Physical Education	125,000	99,500	25,500	125,000	109,500	15,500	125,000	94,500	30,500	125,000	117,500	7,500
Athletics	159,000	120,500	38,500	159,000	132,500	26,500	159,000	114,500	44,500	159,000	142,000	17,000
Healthcare Space	8,000	7,000	1,000	8,000	7,500	500	8,000	6,500	1,500	8,000	8,000	-
Student-Centered Space	111,500	48,000	63,500	111,500	53,000	58,500	111,500	45,500	66,000	111,500	57,000	54,500
Student Space Subtotal	***403,500***	***275,000***	***128,500***	***403,500***	***302,500***	***101,000***	***403,500***	***261,000***	***142,500***	***403,500***	***324,500***	***79,000***
OTHER SPACE												
Assembly & Exhibit	73,500	62,500	11,000	73,500	62,500	11,000	73,500	62,500	11,000	73,500	62,500	11,000
Facilities Support Space	78,000	134,500	(56,500)	78,000	76,500	1,500	78,000	69,500	8,500	78,000	80,500	(2,500)
Miscellaneous Space	86,000	40,000	46,000	89,000	44,000	45,000	89,000	38,000	51,000	89,000	47,500	41,500
Other Space Subtotal	***237,500***	***237,000***	***500***	***240,500***	***183,000***	***57,500***	***240,500***	***170,000***	***70,500***	***240,500***	***190,500***	***50,000***
CAMPUS TOTAL	**1,893,500**	**1,316,000**	**577,500**	**1,915,000**	**1,352,500**	**562,500**	**1,915,000**	**1,225,000**	**690,000**	**1,915,000**	**1,418,500**	**496,500**

Table B.7: Pocatello Campus Space Needs Analysis

Values have been rounded.

MERIDIAN

Enrollment

- Growth applied based on Fall 2023 distribution except Pharmacy (no change).

Employees

- Employees within colleges change at half the rate of enrollment.
- All other employees change at half the overall enrollment rate

The guidelines used for Meridian are consistent with those used for Pocatello with the following exceptions:

- Library & Collaborative Learning Space - 25 ASF applied to 25% of the undergraduate and 25% of the graduate student headcount.
- Recreation & Physical Education - 6 ASF/student headcount.
- Miscellaneous Space - An additional location for the cadaver lab.

	FALL 2023 ACTUAL	**INTERIM ENROLLMENT** PROJECTED	**TARGET ENROLLMENT** PROJECTED
Enrollment	527*	1,500	2,000
(FTE)	*(219)*	*(638)*	*(853)*
Faculty	74	135	169
Staff	99	171	207

**Early college students are excluded.*

	FALL 2023 STUDENT HEADCOUNT = 527			**INTERIM ENROLLMENT** STUDENT HEADCOUNT = 1,500			**TARGET ENROLLMENT** STUDENT HEADCOUNT = 2,000		
FINDINGS	EXISTING ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)	PLANNED EXISTING ASF	GUIDELINE ASF	SURPLUS / (DEFICIT)	PLANNED EXISTING ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)
ACADEMIC SPACE									
Classrooms	22,500	5,500	17,000	24,000	14,000	10,000	24,000	18,500	5,500
Teaching Laboratories	9,000	10,000	(1,000)	9,000	30,500	(21,500)	9,000	41,000	(32,000)
Open Laboratories	11,000	3,000	8,000	11,000	9,000	2,000	11,000	12,000	(1,000)
Research & Creative Activity Space	4,500	10,000	(5,500)	4,500	17,500	(13,000)	4,500	21,500	(17,000)
Clinical Space	10,500	10,500	-	10,500	34,000	(23,500)	10,500	46,000	(35,500)
Academic Space Subtotal	***57,500***	***39,000***	***18,500***	***59,000***	***105,000***	***(46,000)***	***59,000***	***139,000***	***(80,000)***
ACADEMIC SUPPORT SPACE									
Academic Offices	31,000	33,500	(2,500)	31,000	56,000	(25,000)	31,000	68,000	(37,000)
Administrative Offices	6,000	4,000	2,000	6,000	7,500	(1,500)	6,000	8,500	(2,500)
Library & Collaborative Learning Space	3,000	3,500	(500)	3,000	10,000	(7,000)	3,000	13,500	(10,500)
Academic Support Space Subtotal	***40,000***	***41,000***	***(1,000)***	***40,000***	***73,500***	***(33,500)***	***40,000***	***90,000***	***(50,000)***
STUDENT SPACE									
Recreation & Physical Education	2,000	3,000	(1,000)	2,000	9,000	(7,000)	2,000	12,000	(10,000)
Student-Centered Space	2,000	2,500	(500)	2,000	7,500	(5,500)	2,000	10,000	(8,000)
Healthcare Space	-	500	(500)	-	1,500	(1,500)	-	2,000	(2,000)
Student Space Subtotal	***4,000***	***6,000***	***(2,000)***	***4,000***	***18,000***	***(14,000)***	***4,000***	***24,000***	***(20,000)***
OTHER SPACE									
Facilities Support Space	1,500	6,500	(5,000)	1,500	12,500	(11,000)	1,500	16,000	(14,500)
Miscellaneous Space	5,500	5,500	-	5,500	9,500	(4,000)	5,500	11,500	(6,000)
Other Space Subtotal	***7,000***	***12,000***	***(5,000)***	***7,000***	***22,000***	***(15,000)***	***7,000***	***27,500***	***(20,500)***
CAMPUS TOTAL	**108,500**	**98,000**	**10,500**	**110,000**	**218,500**	**(108,500)**	**110,000**	**280,500**	**(170,500)**

Table B.8: Meridian Campus Space Needs Analysis

IDAHO FALLS

10% Growth

- Growth applied based on Fall 2023 distribution.
- Employees within colleges change at half the rate of enrollment.
- All other employees change at 5%.

The guidelines used for Idaho Falls are consistent with those used for Pocatello with the following exceptions:

- Library & Collaborative Learning Space - 25 ASF applied to 10% of the undergraduate and 10% of the graduate student headcount.
- Recreation & Physical Education - 6 ASF/student headcount.
- Assembly & Exhibit Space - existing space.

	FALL 2023 ACTUAL	**10% GROWTH** PROJECTED
Enrollment	212*	233
(FTE)	*(216)*	*(237)*
Faculty	29	29
Staff	39	39

**Early college students are excluded.*

	FALL 2023 STUDENT HEADCOUNT = 212			**10% GROWTH** STUDENT HEADCOUNT = 233		
FINDINGS	EXISTING ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)	PLANNED EXISTING ASF	GUIDELINE ASF	SURPLUS/ (DEFICIT)
ACADEMIC SPACE						
Classrooms	25,500	3,000	22,500	25,500	3,000	22,500
Teaching Laboratories	5,500	2,500	3,000	5,500	2,500	3,000
Open Laboratories	4,500	3,000	1,500	4,500	3,500	1,000
Research & Creative Activity Space	16,000	2,500	13,500	16,000	2,500	13,500
Academic Space Subtotal	***51,500***	***11,000***	***40,500***	***51,500***	***11,500***	***40,000***
ACADEMIC SUPPORT SPACE						
Academic Offices	20,000	13,000	7,000	20,000	13,000	7,000
Administrative Offices	33,000	7,000	26,000	33,000	7,000	26,000
Library & Collaborative Learning Space	3,500	500	3,000	3,500	500	3,000
Academic Support Space Subtotal	***56,500***	***20,500***	***36,000***	***56,500***	***20,500***	***36,000***
STUDENT SPACE						
Recreation & Physical Education	-	1,500	(1,500)	-	1,500	(1,500)
Student-Centered Space	16,000	2,500	13,500	16,000	3,000	13,000
Healthcare Space	200	200	-	200	200	-
Student Space Subtotal	***16,200***	***4,200***	***12,000***	***16,200***	***4,700***	***11,500***
OTHER SPACE						
Assembly & Exhibit	3,500	3,500	-	3,500	3,500	-
Facilities Support Space	1,500	8,000	(6,500)	1,500	2,500	(1,000)
Miscellaneous Space	2,000	2,000	-	2,000	2,500	(500)
Other Space Subtotal	***7,000***	***13,500***	***(6,500)***	***7,000***	***8,500***	***(1,500)***
CAMPUS TOTAL	**131,200**	**49,200**	**82,000**	**131,200**	**45,200**	**86,000**

Table B.9: Idaho Falls Space Needs Analysis

C STUDENT HOUSING ANALYSIS

- Student Housing Survey
- On Campus Housing
- Student Satisfaction
- Enrollment Projections
- Demand for On Campus Housing
- Off Campus Market Review
- Unit Type Recommendations
- Meridian Campus Housing

C. STUDENT HOUSING

Student Housing Survey

A student housing survey was collected by Wachalski Advisory (WA) in Spring 2024 which informed the following data and recommendations.

KEY TAKEAWAYS

- Housing viewed as a strategic asset supporting recruitment and retention (**Figure C.1**).
- Freshman class becoming more traditional in age therefore increasing interest in on-campus housing (**Figure C.2**).
- First-year residency requirement would be a bold and potentially beneficial idea.
- Desire to continue serving upper-division students—need for more apartments.
- Long-term sustainability important—both financial and environmental.
- Housing expected to generate revenue.
- ISU has available debt capacity that could be considered for student housing.
- Desire to explore alternative deliveries (public-private partnerships).
- Interest in exploring housing at Meridian and Idaho Falls Campuses.

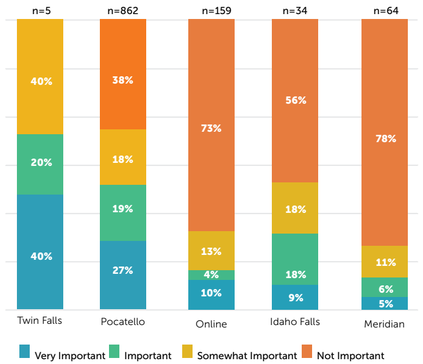


Figure C.1: The Ability of On-campus Housing in Students' Decision to Attend ISU

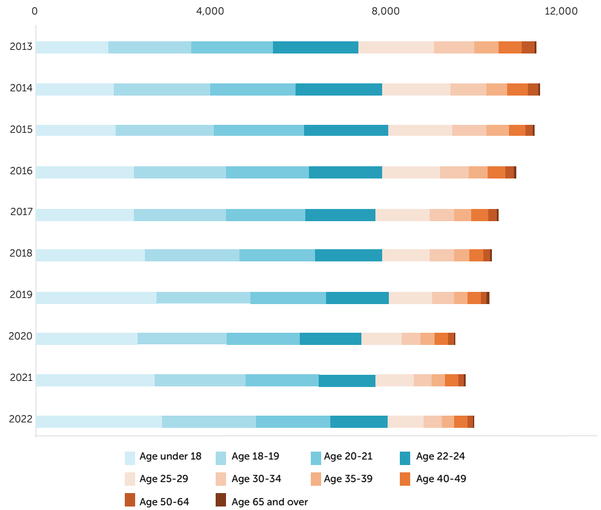


Figure C.2: Shifts in Age of Students at ISU Show Youngest Enrollment in a Decade

C. STUDENT HOUSING

On-Campus Housing

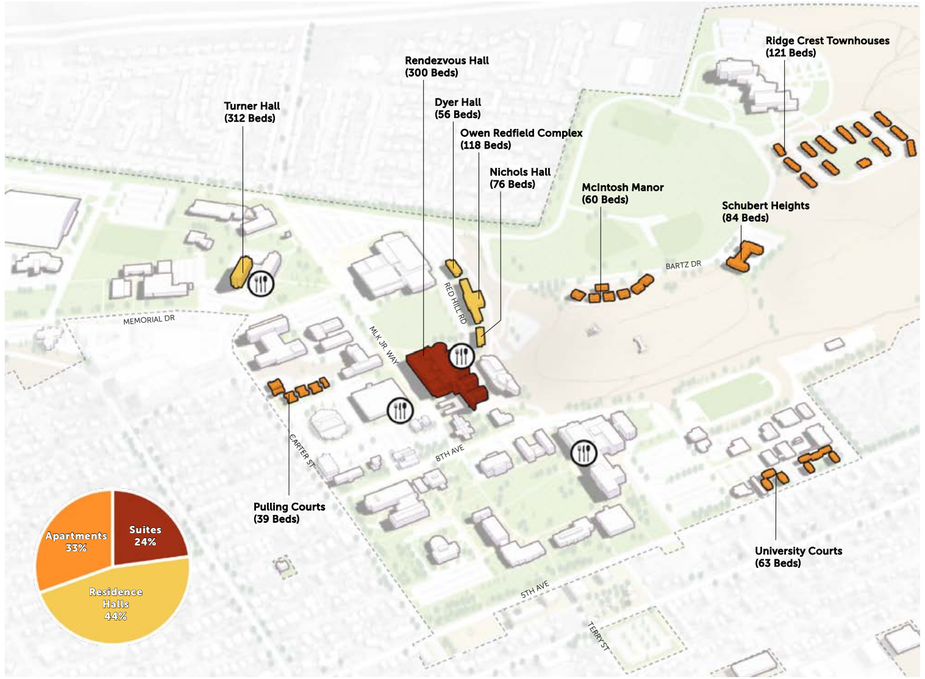
ISU's University Housing offers 12 residential communities with the capacity to house approximately 1,270 students on campus (at times the capacity may be higher due to higher occupancy of the apartment-style units). These communities provide the following unit types:

- Traditional (community-style with larger common bathrooms).
- Full-suites (Rendezvous Hall: three- and four-bedroom apartments with living rooms and kitchenettes).
- Full apartments (bedrooms with adjacent bathrooms, living rooms, and full kitchens).

Table C.1 provides details on the ISU housing system.

RESIDENTIAL COMMUNITY	CAPACITY (BEDROOMS/BEDS)	UNIT TYPE
McIntosh Manor	76	Apartments
Pulling Courts	39	Apartments
Rendezvous Hall	300	Full-suites
Ridge Crest	126	Apartments
Schubert Heights	84	Apartments
South Complex-Dyer	56	Traditional
South Complex-Nichols	76	Traditional
South Complex-Owen	59	Traditional
South Complex-Refield	59	Traditional
Turner Hall	312	Traditional
University Courts	56	Apartments
Total	**1,272**	

Table C.1: Housing System: Communities, Capacities, and Unit Types



McIntosh Manor

Pulling Courts

Rendezvous Hall

Ridge Crest Townhouses

Schubert Heights

University Courts

South Residential Complex

C. STUDENT HOUSING

Student Satification

Comfortable student housing significantly shapes the student experience and enhances the vibrancy of campus life at all hours. While the survey indicates students are moderately satisfied with on-campus housing conditions (**Figure C.4**), the quality of on-campus housing is in poor or critical condition (**Figure C.3**).

Additionally, the construction of Turner-Garrison raises questions about its seismic worthiness within the seismic activity zone. The number of freshman/first-year beds is adequate now and into the future based on enrollment estimates, but the opportunity exists to create a better quality first-year experience in the future by removing both Garrison and Turner and rebuilding new freshman housing.

Figure C.3: Housing Facility Condition Index Scoring

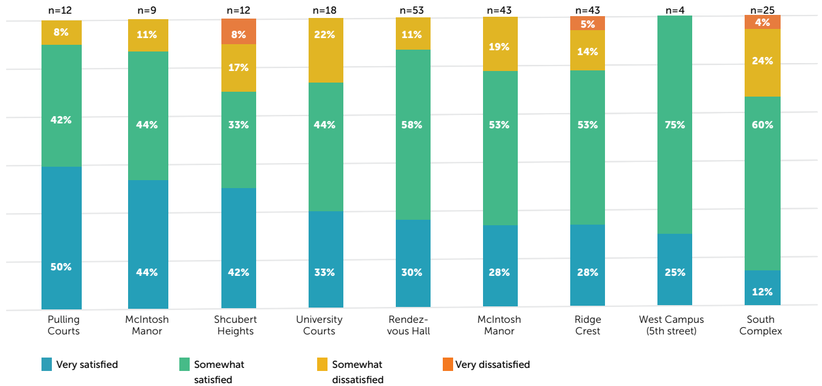


Figure C.4: Student Satisfaction with On-campus Living Conditions

C. STUDENT HOUSING

Enrollment Projections

One of the key elements in assessing demand for on-campus housing is student enrollment and the demographic breakdown, in particular the breakdown by class/enrollment level. After discussions with ISU's senior administration, WA initially considered three enrollment scenarios (Table C.2):

- 5% enrollment shrinkage; this scenario may be realized if ISU provides no additional on-campus housing.
- 10% enrollment growth; additional on-campus housing would be needed to grow enrollment.
- 18% enrollment growth; more aggressive growth predicated upon additional on-campus housing.

	FALL 2023 ENROLLMENT	ENROLLMENT GROWTH (-5%)	ENROLLMENT GROWTH (-10%)	ENROLLMENT GROWTH (+18%)
Freshman (First-year)	1,222	1,161	1,344	1,442
Freshman (Returning)	322	306	354	380
Sophomores	1,356	1,286	1,492	1,600
Juniors	1,146	1,009	1,261	1,352
Seniors	1,322	1,256	1,454	1,560
Graduate	1,046	994	1,151	1,234
Other	326	310	359	385
Total Demand	**6,740**	**6,403**	**7,414**	**7,553**

Table C.2: Student Satisfaction with Off-campus Living Conditions

C. STUDENT HOUSING

Demand for On-Campus Housing

In the last six years (Fall 2018 through Fall 2023 excluding Fall of 2020 due to Covid-19) ISU students have shown extremely high levels of interest in on-campus apartment living as expressed in the waitlist figures (Table C.3). These figures demonstrate an unmet demand for housing at the beginning of the fall semester with some overlap between one- and two-bedroom apartments and apartments and residence halls.

While the overflow conditions resolve themselves to some degree due to student attrition, ISU is interested in providing sufficient capacity to all students desiring to reside on campus and, therefore, contributing to ISU's recruitment and retention goals, among other strategic objectives.

Rendezvous Hall

	2018	2019	2020	2021	2022	2023
Waitlist 2 Bedroom	130	150	NA	190	200	230
Waitlist 1 Bedroom	120	57	NA	104	260	226
Total	**250**	**207**	**NA**	**294**	**460**	**456**

Table C.3: There is no Waitlist for Traditional Units at ISU and Traditional-style Residence Halls (Turner Hall and South Complex) Actually Open in the Fall with Some Level of Vacancy

One of the indicators of future housing demand is historical demand expressed in the past capture rates describing the percentage of each class/enrollment level choosing to reside on campus. **Table C.4** displays the Fall 2018 to Fall 2023 capture rates with the exception of Fall 2020 due to Covid-19.

		2018	2019	2020	2021	2022	2023	MIN	AVG	MAX
Freshman (First-year)	Enrollment	1165	1076	NA	1060	975	1222			
	In Housing	355	344	NA	282	86	386			
	Capture Rate	31%	32%	NA	27%	9%	32%	27%	30%	32%
Freshman (Returning)	Enrollment	401	381	NA	303	303	322			
	In Housing	42	43	NA	10	16	32			
	Capture Rate	10%	11%	NA	3%	5%	10%	3%	8%	11%
Sophomores	Enrollment	1436	1386	NA	1242	1311	1356			
	In Housing	222	241	NA	271	282	280			
	Capture Rate	15%	17%	NA	22%	22%	21%	15%	19%	22%
Juniors	Enrollment	1309	1279	NA	1117	1104	1146			
	In Housing	131	135	NA	178	231	179			
	Capture Rate	10%	11%	NA	16%	21%	16%	10%	15%	21%
Seniors	Enrollment	1693	1593	NA	1307	1304	1322			
	In Housing	122	115	NA	165	231	128			
	Capture Rate	7%	7%	NA	13%	18%	10%	7%	11%	18%
Graduate	Enrollment	1017	1004	NA	962	971	1046			
	In Housing	58	90	NA	121	128	121			
	Capture Rate	6%	9%	NA	13%	13%	12%	6%	10%	13%
Other	Enrollment	402	406	NA	381	362	326			
	In Housing	0	0	NA	0	0	0			
	Capture Rate	0%	0%	NA	0%	0%	0%	0%	0%	0%
Total	**Enrollment**	**7421**	**7125**	**NA**	**6372**	**6330**	**6740**			
	In Housing	**930**	**968**	**NA**	**1027**	**974**	**1131**			
	Capture Rate	13%	14%	NA	16%	15%	17%	13%	15%	17%

Table C.4: On-campus Housing Capture Rate History

The maximal post-Covid (Fall 2021 to Fall 2023) capture rates by class are as follows:

	CAPTURE RATES
Freshmen (first-year)	32%
Freshmen (returning)	10%
Sophomores	21%
Juniors	16%
Seniors	18%
Graduate Students	12%

In the Fall of 2023, ISU housed 1,131 students (17% of enrollment), the highest number since 2018.

In addition to the historical data, WA analyzed potential demand (expressed in potential capture rates) derived for the student survey. In the survey, students were presented with a wide variety of residential unit types, either available on campus now or contemplated for future phases. The unit types were associated with specific rental rates to encourage respondents to reconcile value with cost when indicating their interest in on-campus living. The survey-based capture rates reflect the percentages of students interested in the presented units within the target market. Two sub-populations were included in the target market:

- Current on-campus residents.
- Current off-campus residents (single students paying at least $400/month in rent and married students paying at least $600/month in rent).

After application of appropriate weight factors, the survey-based, potential capture rates are as follows:

	CAPTURE RATES
Freshmen (first-year)	38%
Freshmen (returning)*	10%
Sophomores	21%
Juniors	16%
Seniors	18%
Graduate Students	12%

**Data sample too small, use historic data*

Figure C.5 displays the difference between the maximal historical and the potential capture rates by class/enrollment level.

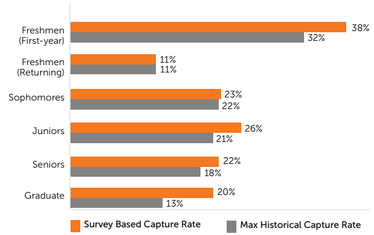


Figure C.5: Survey Based and Historical Capture Rate - shows the difference between the maximal historical and potential capture rates by class/enrollment level

By applying the potential capture rates to ISU's enrollment figures, WA estimated the size of the current unmet on-campus housing demand and the potential future deficit based on an 18% enrollment growth. **Table C.5** shows the current unmet demand for approximately 340 to 350 beds.

	FALL 2023 ENROLLMENT	SUPPLY-BASED CAPTURE RATE	MAX POTENTIAL DEMAND
Freshman (First-year)	1,222	38%	469
Freshman (Returning)	322	11%	35
Sophomores	1,356	23%	312
Juniors	1,146	26%	298
Seniors	1,322	22%	291
Graduate	1,046	20%	209
Total			**1,615**
Current Supply			**1,272**
Surplus/(Deficit)			**(343)**

Table C.5: Fall 2023 Unmet On-campus Housing Demand

	ENROLLMENT GROWTH (18%)	POTENTIAL CAPTURE RATES	DEMAND (BEDS)
Freshman (First-year)	1,442	38%	548
Freshman (Returning)	380	11%	42
Sophomores	1,600	23%	368
Juniors	1,352	26%	352
Seniors	1,560	22%	343
Graduate	1,234	20%	247
Other	385	0%	0
Total Demand			**1,899**
Current Supply			**1,272**
Surplus/(Deficit)			**(627)**

Table C.6: On-campus Housing Demand Assuming 18% Growth

KEY TAKEAWAYS

Based on these findings, WA recommends that ISU implement the first phase of additional on-campus housing consisting of roughly 350 beds in apartments (units with full kitchens). This development would address the current upper-division demand while a portion of existing first-year housing stock (Turner Hall and South Complex) is likely to maintain a certain level of vacancy until ISU attracts more first-year students.

Assuming an 18% enrollment growth, ISU would be facing a deficit of 620 to 630 beds (assuming no new construction). If a 350-bed phase one were implemented, the deficit would be reduced to approximately 325 beds. The unit mix for phase two should consist of more upper-division apartments (275 beds) and first-year suites (50 beds), as at that time the first-year demand will likely exceed the supply. **Table C.6** shows on-campus housing demand with an 18% enrollment growth.

C. STUDENT HOUSING

Off-Campus Market Review

As part of the housing planning effort, WA analyzed the supply and pricing of housing in the off-campus market in Pocatello. The purpose of this analysis was to understand what options students have if they do not reside on campus and how these options may impact the demand for on-campus housing in the long-term.

Students interviewed in the focus groups indicated that the off-campus market did not offer sufficient options both in terms of quality and quantity (**Figure C.5**). Due to the short supply near campus, some students end up in unsafe properties farther away. Rather than renting apartments, some students live in single-family homes (**Figure C.4**). The most popular apartment complexes mentioned by students included Bengal Creek, Hillside Village Apartments, and The Elms.

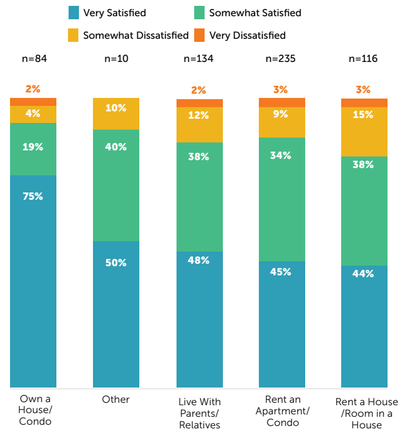


Figure C.4: Student Satisfaction with Off-campus Living Conditions

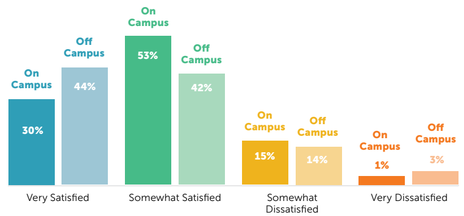


Figure C.5: On-campus vs Off-campus Living Condition Satisfaction

In addition to students, WA met with leaders of local community organizations focusing on the economic development in the Pocatello area: Brent McLane - Director of Planning and Development for the City of Pocatello, Scott Turner – Pocatello Development Authority, and Mayor England – City of Chubbuck. All interviewed community leaders emphasized the lack of appropriate housing for students relative to the current enrollment at ISU. They encouraged the university to provide more on-campus housing and indicated support for potential future off-campus developments.

WA reviewed 13 multi-unit properties and ten single-family homes the market. Bengal Creek was the only purpose-built student housing property in the market as compared to the contemporary industry standards. However, in addition to Bengal Creek, Hillside Village Apartments, The Elms, and Collegiate Inn offered individual (per-bedroom) leases.

Multi-unit properties included in student housing survey were located within 0.6 to 3.7 miles from the campus center, with an average distance of 1.7 miles. Typically, locations within a 1-mile radius are considered within walking distance and only Brickview Apartments and Collegiate Inn Apartments fall into this category.

The lease terms at the analyzed properties were generally 12 months or 6 to 12 months. Bengal Creek offered 12- and 9-month leases (for a $30-$40/month premium).

Five of the 13 analyzed properties were fully leased at the time of the analysis. One of those properties was Bengal Creek.

The average monthly rents per bedroom (assuming single-occupancy bedrooms) at the multi-unit properties were as follows:

	MONTHLY RENT
Studio	$633
One-Bedroom	$837
Two-Bedroom	$516
Three-Bedroom	$384
Four-Bedroom	$356
Six-Bedroom (Bengal Creek only)	$376

Utility inclusion in rent varied but the properties targeting students typically included water, sewer, electricity, and trash removal. Bengal Creek rent also included internet service.

Amenities were limited in all surveyed properties with the exception of Bengal Creek, which offered a fitness center, club house, game room, movie theater, swimming pool/hot tub, fitness facilities, and in-unit washers/dryers.

C. STUDENT HOUSING

Unit Type Recommendations

For the first phase of on-campus student housing in Pocatello, WA recommends a mix of apartment-style units (with full kitchens) with single-occupancy bedrooms. The units should be rented on a per-bedroom basis to enhance the cash flow of the contemplated development. The following units should be included in the program:

- Studios (single-occupancy; small number of studios).
- Two-bedroom units (single-occupancy bedrooms; small number of two-bedroom units).
- Four-bedroom units (single-occupancy bedrooms; majority of the mix in four-bedroom units).

The future phase two should focus on apartment-style units with some possible inclusion of suite-style units, contingent upon freshman enrollment.

In addition to new construction, ISU should consider implementation of a renovation program to address deferred maintenance of its residential structures. Based on the facility condition analysis, priorities should be developed in the context of the overall auxiliary cash flow. From the capacity standpoint, new construction should proceed first to create swing space for buildings taken off line for renovations.

C. STUDENT HOUSING

Meridian Campus Housing

In addition to the Pocatello Campus, WA addressed student housing demand for the Meridian Campus. As the Meridian campus enrolls primarily post-undergraduate students, ISU Leadership expressed interest in these demographic groups and, therefore, the undergraduate demand is not quantified. WA analyzed three enrollment scenarios:

- Current (Fall 2023)
- 1,500 Headcount
- 2,000 Headcount

All these headcounts include a small portion of undergraduate students. These students were, however, removed from the housing projections.

In addition to the ISU students, WA factored in the student enrollment at the Idaho College of Osteopathic Medicine (ICOM). Based on the student survey, WA was able to calculate the capture rate only for the Graduate students. Post-baccalaureate and professional student samples were too small and ICOM students did not participate in the survey. Therefore, WA used the graduate capture rate for the other considered cohorts.

Note: ISU does not currently offer any housing on the Meridian Campus.

Table C.7 shows the housing demand based on the three evaluated enrollment scenarios.

	FALL 2023 ENROLLMENT	POTENTIAL CAPTURE RATE	DEMAND (UNITS)
Post Baccalaureate	58	31%	18
Graduate	313	31%	97
Professional	63	31%	20
ICOM	300	31%	93
Total Demand			228
	1,500 HEADCOUNT SCENARIO	**POTENTIAL CAPTURE RATE**	**DEMAND (UNITS)**
Post Baccalaureate	167	31%	52
Graduate	901	31%	279
Professional	181	31%	56
ICOM	300	31%	93
Total Demand			480
	2,00 HEADCOUNT SCENARIO	**POTENTIAL CAPTURE RATE**	**DEMAND (UNITS)**
Post Baccalaureate	223	31%	69
Graduate	1201	31%	372
Professional	242	31%	76
ICOM	300	31%	93
Total Demand			609

Table C.7: Meridian Campus Housing Demand

KEY TAKEAWAYS

Based on the above analysis, WA recommends the following for the Meridian Campus:

Build approximately 200 apartment-style units in phase one based on the current enrollment at ISU and ICOM (year 1 and 2 student enrollment at ICOM):

- Mix of studios, one-bedroom, and two-bedroom units.
- Apartments to be rented primarily on a per-unit basis.
- Share occupancy risk with ICOM.

Identify a site(s) for additional 400 units for when the 2,000-student enrollment target is achieved.

Implement housing on the Meridian Campus in multiple phases. Consider public-private partnerships to minimize risk to ISU.

D

ENERGY TRANSITION AND RESILIENCE

Infrastructure Assessment
Benchmarking
Vision
Recommendations

D. ENERGY TRANSITION AND RESILIENCE

Infrastructure Assessment

Advancing ISU's future in energy transition and resilience is crucial to the long-term financial stability, reputation, and continuity of critical university operations. Preliminary benchmarking efforts indicate that ISU is lagging in climate action relative to peer institutions. Strategies for improving resilience and accelerating the energy transition on campus are broad and influence many aspects of the university. Integrating resilience goals into these many areas will be critical for success.

WATER AND WASTEWATER

ISU's domestic water infrastructure systems provide adequate coverage to the majority of its campus facilities. With the planned expansion of the Science Complex, there may be a need for additional capacity to support the increased demand in that area despite the planned removal of ESTEC, T&T, and vocational facilities. It is crucial that any developments on MLK Jr. Way carefully consider the existing water lines to avoid disruptions and ensure continued service.

Currently, there is no comprehensive report on the existing conditions of the water and wastewater infrastructure. The Campus Master Plan recommends conducting a detailed assessment of the current state and capacity and metering of the water systems. This evaluation will help identify potential upgrades and future needs, ensuring that the infrastructure can support future growth and development.

ENERGY

Currently, there is no comprehensive report on the existing conditions of the energy systems. We recommend conducting a detailed assessment of the current state and capacity of the energy systems as the next step. This evaluation will help in identifying potential upgrades and ensuring that the infrastructure can support future growth and development.

Additionally, incorporating Sustainability Tracking, Assessment & Rating System™ (STARS®) reporting and decarbonization strategies will help reduce energy consumption and promote sustainability.

D. ENERGY TRANSITION AND RESILIENCE

Benchmarking

STARS REPORTING

STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. ISU is currently targeting its first STARS reporting in Spring 2025. These results will be valuable to compare with other peer institutions **(Figure D.1)**, set goals for future improvement, and implement processes for ongoing data management to track and report progress over time.

BENCHMARKING BY CATEGORY

Total energy consumption by floor area and total water consumption by campus user **(Figure D.2)** are valuable metrics to benchmark once ISU's first STARS reporting is complete.

Additional metrics that will be valuable to compare include: total carbon emissions by floor area or campus user, amount of energy produced by renewable sources, energy or carbon intensity adjusted for heating and cooling degree days, total waste and recycling rates, and overall STARS scores by category.

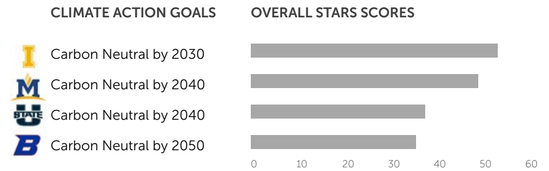


Figure D.1: Peer Institutions' Climate ACtion Goals and Overall STARS Scores

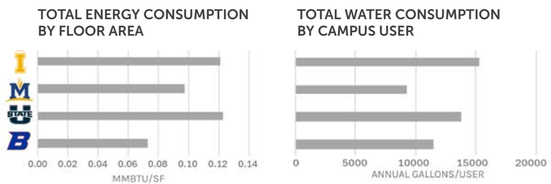


Figure D.2: Peer Institutions' Total Energy Consumption by Floor Area and Total Water Consumption by Campus User

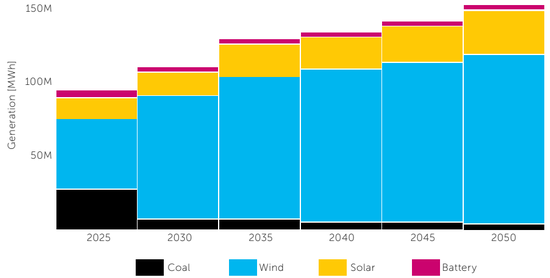


Figure D.1: Regional Grid Decarbonization

REGIONAL GRID DECARBONIZATION

This graphic shows the expected primary sources of electricity generation in the grid region where ISU receives its electricity. Given that this grid is projected to be mostly generated from clean energy sources in the near future, new buildings and major renovations should prioritize all-electric systems. All-electric buildings will be inherently nearly net-zero carbon once the regional grid is decarbonized.

D. ENERGY TRANSITION AND RESILIENCE

Vision

FUTURE STATE OF RESILIENCE AT ISU

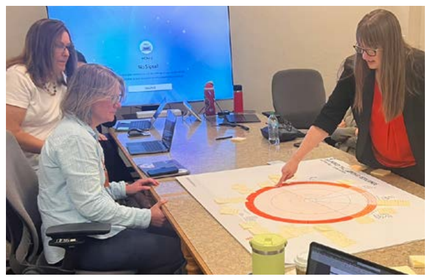
After the completion of the first STARS reporting, we recommend that ISU begin a process of sustainability visioning. This process should achieve stakeholder engagement and leadership buy-in to advance climate action and sustainability strategies embedded into university operations, academic programs and campus culture.

This sustainability vision should include clear metrics and target dates for evaluating success. Examples could include:

- Achieving net-zero carbon emissions.
- Reducing campus water usage by 40%.
- Incorporating sustainability into 50% of academic programs.

Special attention should be paid to where strategies can have co-benefits, or in some cases trade-offs, with other sustainability categories.

With these two fundamental pieces in place—benchmarking with initial STARS reporting and a sustainability vision—the sustainability action plan, which is currently under development, can be augmented to outline the steps necessary to achieve a more resilient future over the next 15 to 20 years. The following section includes recommendations for strategies to explore further and consider implementing in the sustainability action plan.



D. ENERGY TRANSITION AND RESILIENCE

Recommendations

CULTURE AND PROCESSES

- Make existing sustainability efforts and successes more visible. Build a culture of celebrating sustainability on campus through student, faculty, and public engagement.
- Align sustainability initiatives with health and wellbeing benefits across campus.
- Identify and address barriers to improving efficiency of internal processes and communication at ISU to align towards one unified sustainability vision.
  - Central Scheduling to increase utilization of space
  - Centralized communication
  - Mindful printing policies
- Consider ways sustainability strategies can be required and/or incentivize throughout a variety of roles within ISU.
  - Project managers for A&E teams on built projects
  - Academic departments for reducing space and energy usage
  - Faculty for incorporating sustainability into courses
  - Students for taking courses with sustainability content
  - Standards for new construction and renovations, including LEED silver for new construction

BUILDING SCALE

- Complete a full correlation of building energy and water meters with building square footage to understand energy and water use intensity per square foot. From this data, prioritize the highest intensity buildings for improvements.
- All new buildings to achieve a minimum of LEED Silver Certification. Consider requiring major renovations achieve LEED Silver-equivalent.
- Renovate existing buildings whenever possible instead of building new. Explore deconstruction, material salvage, and reuse to reduce demolition waste. Advocate to local waste haulers to improve diversion options.
- Pursue electrification wherever possible. Avoid connection of new buildings to existing gas central heating plant and instead prioritize connection to a rapidly decarbonizing regional electrical grid.
- Incorporate on-site renewable energy with battery storage, especially for critical facilities that need back-up power sources.
- Incorporate above-code filtered ventilation air for occupant health during wildfire smoke events.
- Prioritize healthy interior materials for better indoor air quality.

SITE-SCALE

- Explore district-scale renewable energy for clusters of new buildings, such as geoexchange thermal energy. Avoid connection of new buildings to existing gas central heating plant.
- Utilize campus landscape to elevate sustainability goals
  - Address water use reduction through irrigation and stormwater strategies.
  - Use campus landscape as a "living laboratory" where projects teach students that beautiful landscapes are possible with less water consumption.
  - Implement and enforce tree-replacement standards for new construction projects.
  - Limit hardscape materials where possible to reduce the heat island effect.
  - Enhance local ecology with landscape standards and native plant selections.

CAMPUS SCALE

- Complete an infrastructure condition assessment to prioritize improvements in alignment with the sustainability vision.
- Set a goal for net-zero campus emissions, including forecasting a pathway to reducing carbon offsets to achieve true zero emissions.
- Plan for no growth or a reduction in parking for single-occupancy vehicles. Encourage and support active mobility options for staff and students.
- Complete benchmarking of solid waste quantities compared to peers. Set a goal for reduction in campus landfill waste and increase diversion rates.

KEY TAKEAWAYS

Improve data quality to better understand current facility and infrastructure performance.

Engage stakeholders and leadership to articulate a Sustainability Vision. Commit to measurable goals with clear metrics.

Embed sustainability thinking into initiatives and decision-making at all scales within the institution.

Department of Energy Better Buildings Initiative: https://betterbuildingssolutioncenter.energy.gov/decarbonization/erp
AASHE Campus Decarbonization Accelerator: https://www.aashe.org/calendar/campus-decarbonization-academy-2025/

E

MAPMYCAMPUS SURVEY RESULTS

Survey Overview
Key Themes
Responses by Location
Responses by Category
Responses by Question

E. MAPMYCAMPUS SURVEY RESULTS

Survey Overview

Purpose

Solicit feedback from the campus community that aim in helping define and prioritize near-and long-term goals for the Campus Master Plan. Digital outreach has become increasingly important in reaching those that may be unable to participate in in-person events.

Methodology

The survey included questions about how the physical campus is currently used, as well as preferences of existing facilities and amenities, followed by optional demographic related questions.

The results were then compiled anonymously to reveal patterns in campus use and identify important topics in future campus planning.

Privacy

Participants' names and e-mail addresses are not included in response data, ensuring privacy of the respondents. Participants received the option to provide their e-mail address at the end of the survey to receive periodic project updates.

Timing

The survey was sent to students, faculty, staff, and the campus community on November 26, 2023, and closed January 19, 2024.

E. MAPMYCAMPUS SURVEY RESULTS

Key Themes

CAMPUS IDENTITY & CHARACTER

Student Union, Rendezvous, Quad, Holt Arena all hold a strong presence as social and active areas at ISU.

-Student, Part-Time 24-29

FACILITIES & LEARNING ENVIRONMENTS

Limited space for studying and collaboration.

-Student, Full-Time 18-20

New furniture, more seating and tables.

-Faculty

Frazier Hall, Turner Hall need upgrades.

-Student

MOBILITY & TRANSPORTATION

Cost of parking, lack of convenience.

-Student

The campus feels spread out.

-Student

STUDENT EXPERIENCE

Housing was central to building a community during my time on campus. The core of campus culture is set by the students who are there the most, and the experience of campus by students who live on for their entire undergraduate experience is critical for building a community, including among students who do not live here.

-Faculty, 55+

UPPER CAMPUS

I am a supporter of the IMNH and CTech. These are valuable resources for the campus but would love to see more green spaces.

-Community

There aren't great outdoor gathering areas for upper campus.

-Student

E. MAPMYCAMPUS SURVEY RESULTS

Responses by Location

TOP 10 IDAHO LOCATIONS BY CITY

408	Pocatello
60	Chubbuck
52	Boise
2	Meridian
1	Idaho Falls
16	Fort Hall
12	Blackfoot
10	Soda Springs
9	American Falls
5	Twin Falls

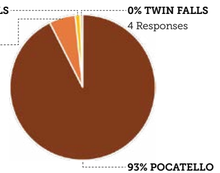
TOP 5 NON-IDAHO LOCATIONS BY CITY

22	Salt Lake City, Utah
15	Ogden, Utah
11	Provo, Utah
8	Anchorage, Alaska
5	Scottsbluff, Nebraska

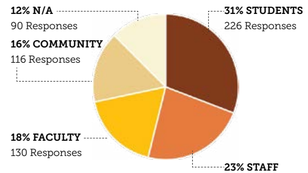
E. MAPMYCAMPUS SURVEY RESULTS

Responses by Category

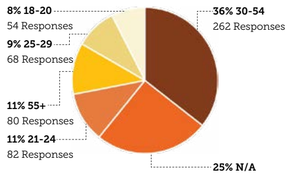
CAMPUS



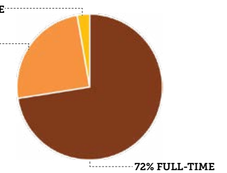
ROLE*



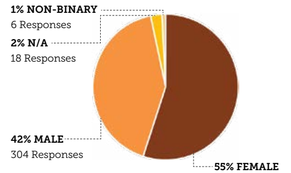
AGE*



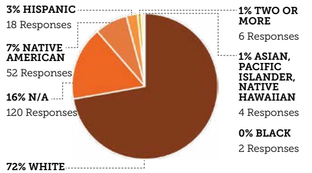
STUDENT STATUS*



GENDER*

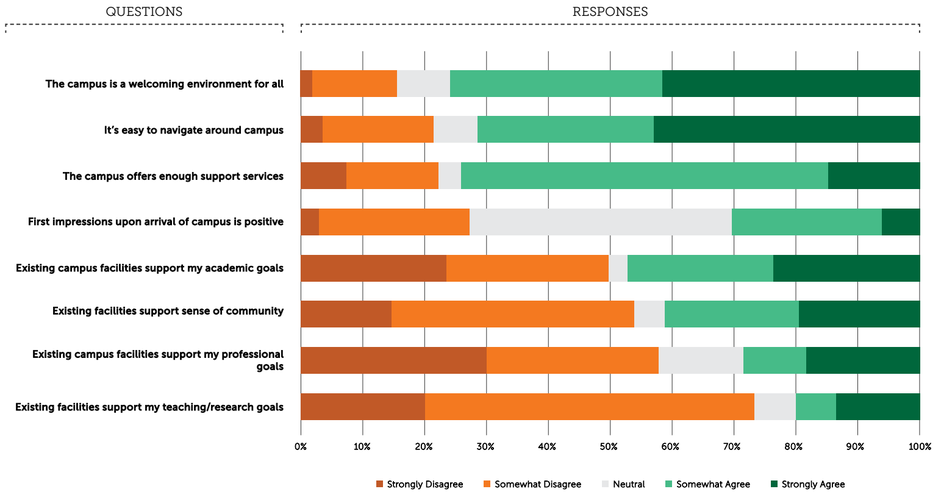


RACE/ETHNICITY*



*OPTIONAL QUESTION

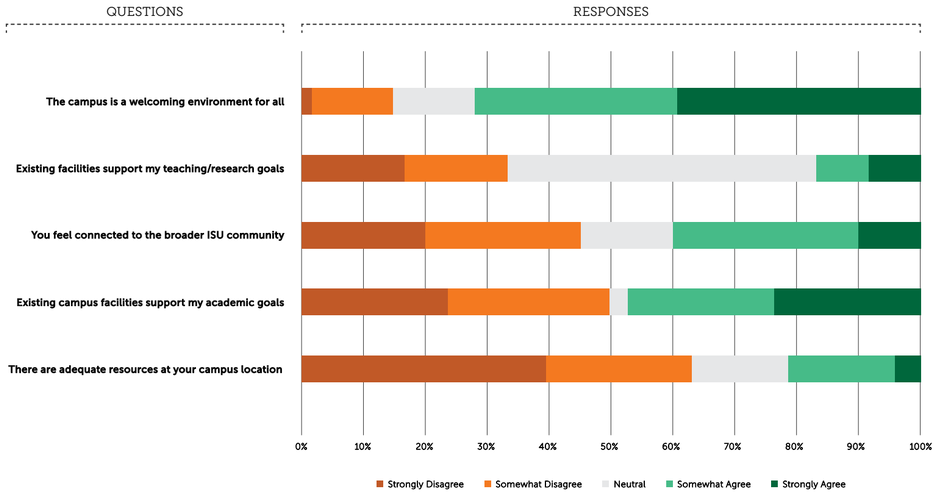
SURVEY PREFERENCE QUESTIONS (POCATELLO)
SORTED BY "SOMEWHAT & STRONGLY DISAGREE" COMBINED PERCENTAGE



E. MAPMYCAMPUS SURVEY RESULTS

Responses by Question

SURVEY PREFERENCE QUESTIONS (OTHER LOCATIONS)
SORTED BY "SOMEWHAT & STRONGLY DISAGREE" COMBINED PERCENTAGE



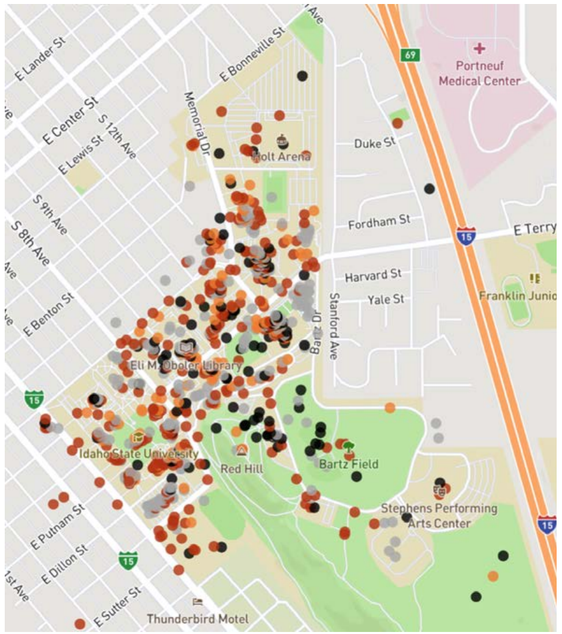
WHAT AREAS OF CAMPUS COULD BENEFIT FROM ADDITIONAL AMENITIES OR IMPROVEMENT?

> *The old hospital is an eyesore to campus.*
>
> **-Faculty, 30-54**

> *The library should be the center of knowledge on campus, but it lacks resources and should be the center of intellectual culture on campus.*
>
> **-Community, 30-54**

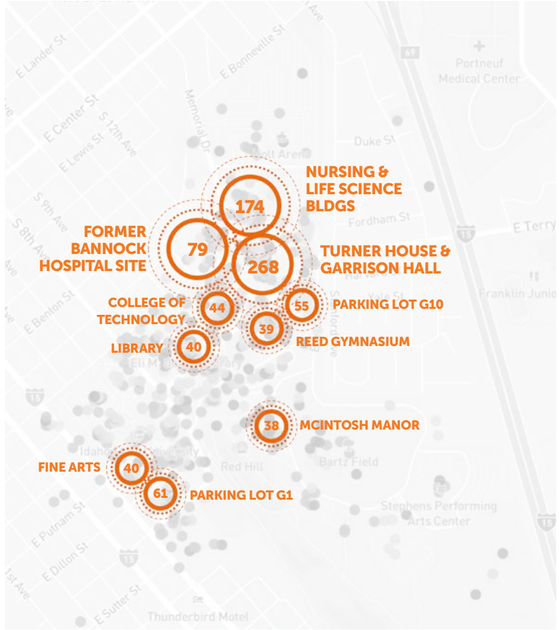
> *Street should be more pedestrian friendly and tie both parts of campus together better.*
>
> **-Student, Full Time, 18-20**

> *Many buildings appear aged and give an appearance of a run-down, 70s campus. I can't imagine the energy wasted, recurring maintenance, and overall lack of use.*
>
> **-Community, 25-29**



TOP 10 AREAS HIGHLIGHTED

- Over 3X quantity of pins used on this question suggest strong opinions about necessary campus improvements.
- Numerous comments suggest the center of campus (near Turner-Garrison and Beckley Nursing) needs the most improvement or additional amenities.
- Turner and Garrison received comments about the poor facility conditions and age.
- Parking Lots G1 and G10 had the most comments in regards to mobility.

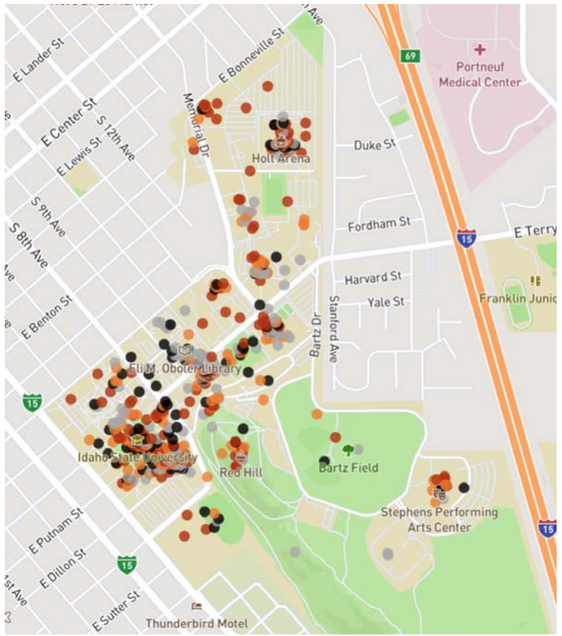


WHAT AREAS OF CAMPUS BEST REPRESENT THE CULTURE AND IDENTITY OF ISU?

> *The quad. It's close to the museum, student union building, and other important student services like counseling and the health center. It's a good mix of appreciation for the past and resources available now in the present.*
>
> **-Faculty, Full-Time, 55+**

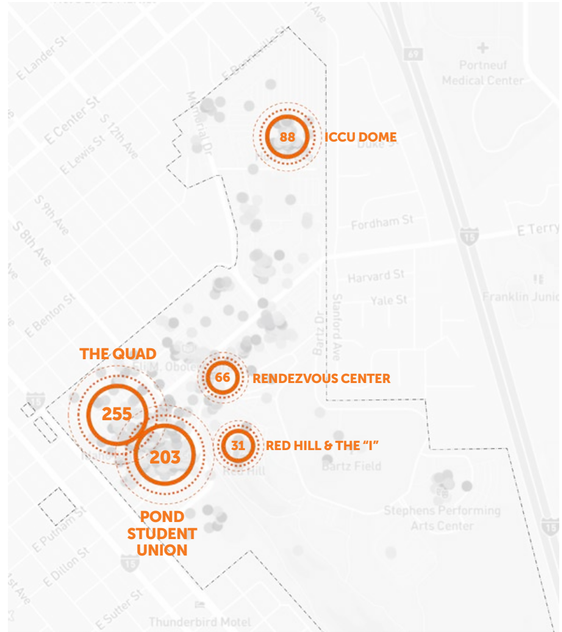
> *The quad and the surrounding buildings that provide a view of a traditional campus, connect to our history, and the mingling paths for students and staff.*
>
> **-Staff, 24-35**

> *Rendezvous is an essential meeting place for students of many different backgrounds and lifestyles. This is essential for making well rounded students and citizens of the world that is becoming more and more diverse.*
>
> **-Student, Full-Time, 25-29**



TOP 5 AREAS HIGHLIGHTED

- The Quad was identified as the most iconic part of ISU because of its historic significance and proximity to important buildings and services.
- The Pond Student Union and Rendezvous Center represent the diverse mix of students and cultures at ISU.
- ICCU Dome is an iconic architectural feature and identifies one of the campus's main gateways.
- Surprisingly, Red Hill did not seem to be as important to the culture and identity of ISU as other parts of campus.



F

PHASING AND IMPLEMENTATION

Short Term Initiatives (0 to 6 years)
Mid Term Initiatives (6 to 12 years)
Long Term Initiatives (12+ years)
Initiatives Overview
Decision-Making
Recommended Studies/Plans

F. PHASING AND IMPLEMENTATION

Short-Term Initiatives (0 to 6 Years)

The Campus Master Plan emphasizes short-term initiatives (0 to 6 years) across the campus, aimed at enhancing student success, transforming the campus experience, revitalizing and modernizing campus spaces, and ultimately establishing a clear, actionable vision for the future. Each of these initiatives contribute to the enhancement of education quality, research accessibility, student success, and overall campus experience. Short-term initiatives are outlined below.

POCATELLO	SHORT TERM INITIATIVE DETAILS
Terry Street Student Housing (Housing Phase 1)	Build a new upper-division apartment complex with up to 350 beds to satisfy existing housing demand. Units to be a mix of studios and 2-and 4-bedroom units. Apartments to be rented on a per-unit basis.
College of Technology Space Migration	Relocate the College of Technology from Main Campus to the Upper Campus, temporarily in the Eames Complex. This move will consolidate resources and create a dedicated hub for technological education, enhancing accessibility and fostering a vibrant learning environment.
Life Sciences (Science Complex: Phase 1)	Build a 100,000 to 150,000 gross square foot building supporting life and health sciences. The new facility will replace the outdated Gale Life Sciences Building, which has long failed to meet the needs of modern scientific education and research. This new facility will provide state-of-the-art laboratories, classrooms, and collaborative spaces, vastly improving the learning environment and supporting the university's commitment to excellence in the sciences.
Roy F. Christensen Complex Renovation	At the time of this plan, the Roy F. Christensen Complex was set to initiate renovation plans and strategies aimed at modernizing its facilities. These renovations should be integrated into the broader vision for the Science Complex. Leveraging the renovations of the Roy F. Christensen Complex will not only enhance its capabilities, but also contribute to a cohesive and advanced scientific community on campus.
Human Development Renovation	Renovating the Human Development Center will streamline program operations by enhancing space utilization and creating better adjacencies between related departments. This upgrade will foster more efficient collaboration and communication among faculty, staff, and students. Additionally, it will lay the groundwork for future advancements, ensuring the center remains a leading facility for human development studies.
Swanson Arch	Renovating and enhancing Swanson Arch presents a prime opportunity for long-term donor engagement, as it is a historic and iconic campus landmark. By involving donors in its preservation and improvement, ISU can create a lasting legacy, while enriching the campus experience and reinforcing the university's heritage and sense of community.

MERIDIAN	SHORT TERM INITIATIVE DETAILS
Student Housing	The student housing analysis identified an immediate need for 200 beds to satisfy the housing demand. Units to be a mix of studios and 1- and 2-bedroom units. Apartments to be rented on a per-unit basis and share occupancy risk with ICOM.
Clinics	Building a new clinic on E. Locust Grove Road would fulfill the need for more space and provide visibility and easy access for the community.
Pedestrian Crossing Improvements on Central Drive	With new housing and development happening on the 23-acre site, pedestrian crossing signage, crosswalk, and signaling will be important to implement for safe pedestrian traffic between the two sites.

IDAHO FALLS	SHORT TERM INITIATIVE DETAILS
Tingey Demolition and Program Migration	Tingey is in poor condition and in need of demolition. Programs located in Tingey would be moved to a newly renovated Student Union and Center for Higher Education.
Railroad Crossing	An at-grade railroad crossing would create a more unified campus setting, connecting the north and south sides of campus
Student Union Renovation	A renovated student union aims to re-invigorate the campus and provide dining and other resources to the campus community.

F. PHASING AND IMPLEMENTATION

Mid-Term Initiatives (6 to 12 Years)

The mid-term initiatives, spanning 6 to 12 years, offer ample time for thorough planning and coordination. However, it is essential to start considering costs and strategic approaches early to ensure the successful implementation of long-term goals. Early attention to these factors will help streamline the process and allocate resources effectively. Mid-term initiatives are outlined below.

POCATELLO	MID TERM INITIATIVE DETAILS
Indoor Field House	A new indoor field house will optimize the athletic programs by providing year-round training facilities, improving performance and recruitment.
Reed Gymnasium Renovation	Renovating Reed Gymnasium will enable the athletic programs to relocate to more specialized facilities, creating a more focused environment for training and events. This transition will allow Reed Gymnasium to be repurposed to support student health and wellness, offering enhanced recreational spaces, fitness programs, and wellness services that cater to the broader student body, fostering a healthier campus community.
Indoor Arena	The new indoor arena will host basketball, volleyball, and potentially other sports, providing a premier venue for athletic events. Strategically located next to the ICCU Dome, it will serve as a visual anchor along the highway, enhancing the campus's presence and accessibility.
Residence Halls + Dining Hall (Housing Phase 2)	ISU should build a residential hall near Turner-Garrison along MLK Jr. Way, providing approximately 315 beds, with 275 designated for upper-division/graduate students and 50 for first-year undergraduate students.

MERDIAN	MID TERM INITIATIVE DETAILS
Student Housing	Up to 400 additional beds may be needed based on the campus growth.

IDAHO FALLS	MID TERM INITIATIVE DETAILS
Greenway Connection	Adding a connection from the campus to the greenway would capitalize on this important community asset and be a draw for students, faculty, and researchers to come and stay on campus.

F. PHASING AND IMPLEMENTATION

Long-Term Initiatives (12+ Years)

Campus Master Plan envisions a forward-thinking plan that extends beyond a decade. The proposed long-term initiatives provide a visionary outlook and blueprint for growth, innovation, and excellence. The 12-year plus horizon reflects the university's commitment to long-term impact identifying various initiatives that touch all facets of campus life, from academic programs to infrastructure enhancements. ISU acknowledges fiscal limitations and the evolving purpose of higher education and has attempted to balance ambitious goals with practical feasibility. ISU also acknowledges the importance of adaptability. The Campus Master Plan has been thoughtfully prepared to allow for flexibility in implementation. Adaptability ensures that adjustments can be made while remaining focused and aligned with the overarching vision for campus. Long-term initiatives are outlined in the following table.

POCATELLO	LONG TERM INITIATIVE DETAILS
MLK Jr. Way	Transforming MLK Jr. Way into a pedestrian-prioritized corridor should encompass infrastructure upgrades and complementary projects to enhance connectivity and safety. This includes improved lighting, expanded sidewalks, and landscaping that promote a welcoming, active environment. To bring this vision to life, ISU should actively solicit donors and funding sources, highlighting the project's potential to significantly elevate the campus experience and benefit the broader community.
Lillibridge Engineering Addition and Renovation	The engineering addition and renovation will address future program needs by providing cutting-edge facilities and expanding learning spaces tailored to evolving academic requirements. This project will foster greater collaboration across campus by integrating state-of-the-art laboratories and shared research areas, enhancing interdisciplinary projects and partnerships.
New Facilities Building	A phased plan should be initiated to consolidate all facilities into a single building, creating a more sophisticated and efficient work environment for staff. This approach reduces redundancy, lowers operational costs, and improves resource allocation, fostering greater collaboration among departments.
Fine Arts Addition: College of Arts and Sciences Building	An addition to The Fine Arts Building will serves as needed space for the College of Arts and Letters. It will significantly enhance the program by providing state-of-the-art facilities, fostering creativity and collaboration among students and faculty. This upgrade will also elevate the overall campus experience, attracting more talent and reinforcing the university's commitment to the department.
Welcome Center Renovation	Renovating the Welcome Center will greatly enhance the first impression for visitors and prospective students and their families. This upgrade will provide a modern and inviting space, making it easier for guests to navigate the campus, while also showcasing the university's commitment to hospitality and excellence. It will serve as a central hub for information and orientation, reinforcing the overall appeal and accessibility of the campus.

POCATELLO	LONG TERM INITIATIVE DETAILS CONTINUED
I-15 Overpass	Developing the I-15 overpass will require coordinated efforts among various agencies to ensure seamless integration with existing infrastructure. This project will enhance connections to the Performing Arts Center and Upper Campus, promoting accessibility and fostering a more connected and vibrant campus environment.
Residence Halls (Housing Phase 3)	If an 18% enrollment growth is realized, another residential hall accommodating 375 beds should replace Turner-Garrison. Additionally, Carter Street should be realigned to accommodate parking and other necessary amenities.This plan also recommends coordinating with the City of Pocatello and private-sector off-campus developers to assist ISU in satisfying housing demand and minimize risk to ISU as future needs evolve.

MERIDIAN	LONG TERM INITIATIVE DETAILS
Parking Garage	As the Meridian Campus grows with additional development and housing, more parking will be required. A parking garage would serve the clinics, as well as support academic, research, and other parking needs.
Additional Research and Academic Space	The Meridian Campus is projected to grow by 1,000 students. New academic and research spaces will be needed to support the growing campus's health education goals.
Elevated Pedestrian Bridge	As the 23-acre site develops, a better connection from the existing campus to the 23-acre site will be necessary. An elevated pedestrian bridge from the parking garage could create a seamless connection for those parking on the north side to reach the main building and/or ICOM.

IDAHO FALLS	LONG TERM INITIATIVE DETAILS
Campus Classroom Commons	Based on Idaho Fall's growth, there is a potential for new shared academic spaces, offices, and collaboration space in a new Campus Classroom Commons.
Newly Defined Entrance and Campus Connections	There is a need for a more defined campus entrance at Freemont Avenue and Micro Street. As the campus continues to grow and develop, a new central green space and pedestrian connections can be established to create a more campus-like feel.

F. PHASING AND IMPLEMENTATION

Pocatello Initiatives Overview

The following table presents an overview of the renovation, development, and demolition projects along with their corresponding square footage as outlined in the Campus Master Plan. The projected size of new developments is based on the space needs and housing analyses, totaling approximately 1,000,000 square feet. The Plan includes the demolition of around 423,000 square feet, resulting in a net increase of approximately 562,000 square feet.

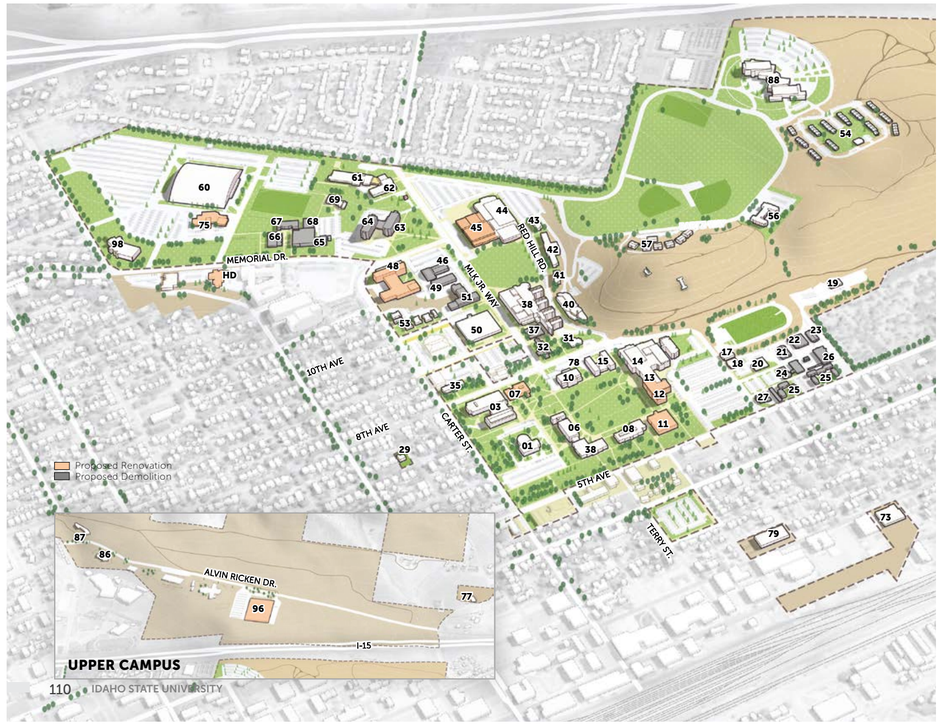
This additional space primarily stems from the expansion of athletics and research/partnership facilities. Notably, the Campus Master Plan highlights the need for a new indoor arena and an indoor football stadium. Furthermore, there is an expressed interest in establishing a research park on Upper Campus, which will be adaptable in scale and tailored to meet the future needs ISU.

The total proposed square footage for academic facilities remains consistent with the existing campus conditions. Most new academic development will serve to replace the functions of those in buildings designated for demolition.

RENOVATION	SQUARE FOOTAGE (SF)	NEW DEVELOPMENT	SQUARE FOOTAGE (SF)	PROPOSED DEMOLITION	SQUARE FOOTAGE	ADDED SF	% OF ADDED SF
Sports Medicine	80,000	**Residence Halls/Dining**	341,500	Turner House/Dining	86,596		
RFC	129,668	**Terry Student Apartments**	**140,000**	University Courts	34,062		
Reed Gymnasium	180,076	Housing Total	481,500		120,658	360,842	N/A
Museum Building	76,223	Indoor Arena	150,000				
Lillibridge Engineering	38,345	**Indoor Field House**	55,000				
Human Health	40,000	**Athletics Total**	205,000			205,000	36%
Eames Complex	209,000	Health Sciences Building	115,000	Beckley Nursing	33,823		
Total Renovation	**753,312**	Life Sciences Building	120,000	Gale Life Sciences	93,501		
		Lillibridge Engineering Addition	5,000	Speech Pathology	17,781		
		Fine Arts Addition: College of Arts and Sciences Building	**5,000**	Lecture Center	8,685		
				Dental Hygiene Sciences Building	**11,169**		
				Dental Hygiene Clinic	**6,480**		
		College of Technology (Upper Campus)	105,000	Trade and Technology	**46,103**		
				ESTEC	21,318		
				Vocational Arts	24,380		
				Garrison Hall	85,745		
		Academic Facilities Total	350,000		384,985	1,015	0%
		New Facilities/Public Safety Building	80,000		74,118*	5,882	1%
		Research/Partnership (Upper Campus)	350,000			350,000	62%
		Total Athletics, Academics, and Research	**985,000**		**423,103**	**561,897**	

Table F.1: Overview of Renovation, Development, and Demolition Projects

**The plan does not propose demoing the heat plant.*



BUILDING NUMBER / BUILDING NAME

01 FRAZIER HALL
03 PHYSICAL SCIENCE COMPLEX
04 C.H. KEGEL LIBERAL ARTS BUILDING
05 EARLY LEARNING CENTER
06 BUSINESS ADMINISTRATION
07 LILLIBRIDGE ENGINEERING BUILDING (RENO)
08 PHARMACY - LEONARD HALL
10 ADMINISTRATION BUILDING
11 FINE ARTS BUILDING (RENO)
12 MUSEUM BUILDING (RENO)
13 HYPOSTYLE
14 POND STUDENT UNION BUILDING
15 GRAVELEY HALL
16 EHS WASTE
17 DAVIS FIELDHOUSE
18 FACILITIES SERVICES (DEMO)
19 GROUNDS SHOP (DEMO)
20 HEAT PLANT
21 TRANSPORTATION SHOP (DEMO)
22 SHOPS (M&O) (DEMO)
23 BENGAL DEPOT (DEMO)
24 MAINTENANCE SHOPS (DEMO)
25 UNIVERSITY COURTS (DEMO)
26 SHIPPING & RECEIVING (DEMO)
27 PUBLIC SAFETY & TRANSPORTATION (DEMO)
29 MAGNUSON ALUMNI HOUSE
31 STUDENT HEALTH CENTER
32 DENTAL HYGIENE SCIENCES (DEMO)
35 COLONIAL HALL
37 DENTAL HYGIENE CLINIC (DEMO)
38 RENDEZVOUS HALL
40 RED HILL BUILDING
41 NICHOLS HALL
42 OWEN REDFIELD COMPLEX
43 DYER HALL
44 STUDENT RECREATION CENTER
45 REED GYMNASIUM (RENO)
46 VOCATIONAL ARTS BUILDING
48 ROY F CHRISTENSEN COMPLEX (RENO)
49 ENERGY SYSTEMS & TECHNOLOGY EDUCATION CENTER (ESTEC)
50 ELI M. OBOLER LIBRARY
51 TRADE & TECHNOLOGY BUILDING
53 PULLING COURTS
54 RIDGE CREST APARTMENTS
56 SCHUBERT HEIGHTS
57 MCINTOSH MANOR
60 ICCU DOME
61 ALBION HALL
62 COLLEGE OF EDUCATION BUILDING
63 GARRISON HALL (DEMO)
64 TURNER HALL (DEMO)
65 GALE LIFE SCIENCE (DEMO)
66 BECKLEY NURSING BUILDING
67 LECTURE CENTER (DEMO)
68 SPEECH PATHOLOGY & AUDIOLOGY (DEMO)
69 PLANT SCIENCES
73 ARMORY BUILDING
75 SPORTS & ORTHOPEDIC CENTER (RENO)
77 LAW ENFORCEMENT BUILDING
78 INFORMATION BOOTH 983 Cesar Chavez
79 MEASUREMENT & CONTROL ENGINEERING RESERCH CENTER (MCERC)
86 BUSINESS + TECHNOLOGY CENTER
87 IDAHO ACCELERATOR CENTER
88 STEPHENS PERFORMING ARTS CENTER
96 EAMES COMPLEX
98 ICCU BENGAL ALUMNI CENTER
HD HUMAN DEVELOPMENT CENTER (RENO)

F. PHASING AND IMPLEMENTATION

Decision-Making

As recommendations from the Campus Master Plan are implemented, it is imperative to have a proactive, inclusive, collaborative, and transparent process for developing projects. To accomplish this, a new decision-making process will ensure that the most transformative projects for the university are prioritized, input on projects is inclusive, new strategic criteria are used to prioritize projects, and reporting on results is done in a transparent way so campus stakeholders understand the status of all potential projects.

F. PHASING AND IMPLEMENTATION

Recommended Studies/Plans

To support the Campus Master Plan, several recommended planning studies will enhance and expand upon the direction of this document. These recommended plans will provide more detail around specific elements for ISU to build upon.

RECENTLY COMPLETED PLAN/STUDY

2022 Meridian Master Plan
2020 Idaho Falls Master Plan
2024 College of Pharmacy Renovation
2024 Roy F. Christensen Complex Renovation

ONGOING PLAN/STUDY

2024 College of Pharmacy Renovation
2024 Roy F. Christensen Complex Renovation

RECOMMENDED FUTURE PLAN

Transportation Demand Management Plan
Wildfire and Resiliency Plan
Outdoor Placemaking and Wayfinding

RECOMMENDED FUTURE STUDY

Outdoor Classroom Initiatives Study
Health and Wellness Okanagan Charter
Bridge Feasibility over I-15
Classroom Modernization Plan
Energy Transition and Utilities Plan
Donor Opportunities Plan
Dining and Food Plan
ADA Upgrade Plan
Science Complex Program Study

SMITHGROUP

UNIVERSITY OF IDAHO

SUBJECT

Authorization for issuance of Series 2024 interim note

REFERENCE

November 21, 2024	The project was approved and interim financing was introduced

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.
Idaho Code §33-3804 and §33-3805

BACKGROUND/DISCUSSION

The University of Idaho ("University") requests The Board of Regents of the University of Idaho (Board) approval to issue a tax-exempt or taxable general revenue note ("Series 2024 Note") pursuant to a Supplemental Resolution in an aggregate principal amount not to exceed $42.5 million. The Series 2024 Note will be used as interim financing for (i) the acquisition and construction, renovation and/or redevelopment of the University's existing student housing facilities, including Wallace Residence Center, Theophilius Tower, and Elmwood Apartments, (ii) the development of approximately 400 apartment beds to be used for graduate and family housing, including a community building on the South Hill, (collectively, the "Housing Project") and (iii) payment of costs of issuance related to the Series 2024 Note.

The University intends to issue general revenue bonds in the spring of 2025 to refinance the Series 2024 Note, finance additional Housing Project costs and pay the cost of issuance of the Bonds.

Principal Amount
Total not to exceed $42.5 million.

Amortization Plan
The Series 2024 Note will have a final maturity of July 1, 2025.

Interest Rates
Interest rates for the note will be determined upon RFP award.

Source of Security
The note is secured by a general revenue pledge of U of I, excluding general account appropriated funds, or restricted grants, contract revenues, gifts and scholarships on a parity with all other U of I bonds.

Manner of Sale

The 2024 Note will be awarded pursuant to an RFP issued by the University to banking institutions, including local banking partners.

Ratings

The Series 2024 Note will be unrated. However, University's current rating is A1 with an outlook of under review by Moody's Investors Service.

Rating agency review on this issuance will be conducted in spring 2025, in anticipation of the 2025 bond issuance.

IMPACT

The University's debt service ratio is 2.31% as of June 30, 2024 and is estimated to be 2.60% upon issuance of the Series 2024 Note. Note that the principal amount of the Series 2024 Note is expected to be refunded with the long-term financing in the Spring of 2025. Therefore, only the interest portion is included in the debt service ratio calculation.

ATTACHMENTS

Attachment 1 - Request for Proposals and List of Recipients
Attachment 2 - Draft Supplemental Resolution
Attachment 3 - 2022 Credit Report, 2022 Rating Letter, 2024 Press Release
Attachment 4 - Debt Service Projection
Attachment 5 - Ten Year Debt Projection

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the proposed issuance of the Series 2024 Note and supporting documentation from University of Idaho. This financing is necessary to facilitate the UI's Housing Project, which is critical to meeting student demand and improving campus facilities. The proposed terms, including the total principal amount, interest rates, and the proposed security structure, are reasonable and consistent with industry standards. UI's current credit rating and future bond issuance plans provide confidence in the long-term sustainability of this financing arrangement.

Staff recommends the Board approve the request by the UI to issue the Series 2024 Note, and also approve the Supplemental Resolution as outlined, which will authorize the UI's Vice President to take actions to finalize the issuance and sale of the note.

BOARD ACTION

I move to approve the request by the University to issue a general revenue note; and find that this project is necessary for the proper operation of the University and is economically feasible.

AND

I move to approve a Supplemental Resolution for the Series 2024 Note, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho Authorizing the Issuance and Providing for the Sale of General Revenue Note, Series 2024; Delegating Authority to Approve the Terms and Provisions of the Note and the Principal Amount of the Note up to $42,500,000; Authorizing the Execution and Delivery of a Note Purchase Agreement upon Sale of the Note; and Providing for Other Matters Relating to the Authorization, Issuance, Sale and Payment of the Note.

Roll call vote is required.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Contracts & Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844

REQUEST FOR PROPOSALS NO. 25-05A

FOR

FINANCING PROPOSALS

Rob Akhnoukh, Director
Phone (208) 885-6123
rakhnoukh@uidaho.edu

Date Issued:	October 24, 2024
Questions Due:	November 4 2024 by 11:59pm to rakhnoukh@uidaho.edu
Proposals Due:	November 13, 2024 by 11:59pm to rakhnoukh@uidaho.edu

RFP No. 25-05A ~ Request for Financing Proposals

No Official Statement will be prepared for this financing. Upon acceptance of the 2025 Note, the lender will be deemed to have had access to such financial and other information concerning the University and the 2025 Note as the lender shall deem necessary to make an independent decision to purchase the 2025 Note, including the opportunity, at a reasonable time prior to the purchase of the 2025 Note, to ask questions and receive answers concerning the University and the terms and conditions of the offering of the 2025 Note.

THIS PROPOSED TRANSACTION AND ALL PROPOSED TERMS ARE SUBJECT TO THE APPROVAL OF THE BOARD OF REGENTS OF THE UNIVERISTY OF IDAHO. THE APPARENT SUCCESFUL BIDDER WILL BE SELECTED PRIOR TO SUCH APPROVAL.

OVERVIEW

The University of Idaho (the "University") is seeking proposals from banks and other financial institutions to purchase its General Revenue Note, 2025 (the "2025 Note") in accordance with the Financing Terms set forth below. The University plans to issue a series of General Revenue and Refunding Bonds in the Spring of 2025, a portion of the proceeds of which will be used to refinance the 2025 Note.

The 2025 Note will not be rated, but the University's publicly issued General Revenue Bonds currently maintain a "A1"/RUR from Moody's Investors Service and an "A"/stable rating from S&P Global Ratings.

The University has engaged PFM Financial Advisors, LLC as financial advisor (the "Financial Advisor"), and Hawley Troxell Ennis & Hawley as bond counsel and disclosure counsel ("Bond Counsel").

The University is interested in two financing options, (1) a fixed rate drawdown note, and (2) a line of credit. Proposers may provide bids for each of these options, or just one of these options. Proposers shall provide a taxable rate proposal and tax-exempt rate proposal for each of the financing options submitted.

The University's Board of Regents is anticipated to authorize the sale of the 2025 Note at the Board of Regents of the Universiy of Idaho meeting on or around December 18, 2024, and closing is expected to occur on December 20, 2024.

PURPOSE

The 2025 Note will provide interim financing for the (a) construction, renovation and/or redevelopment of the University's existing student housing facilities, including Wallace Residence Center, Theophilius Tower, and Elmwood Apartments and (b) development of approximately 400 apartment beds to be used for graduate and family housing, including a community building on the South Hill, (collectively, the "Housing Project") (ii) and pay costs of issuance related to the 2025 Note.

UNIVERSITY BACKGROUND

A comprehensive land-grant institution, the University is the State of Idaho's (the "State") oldest institution of higher learning. Its main campus is located in Moscow, Idaho. With an enrollment of approximately 11,849 full and part-time students, the University has been charged with primary responsibility in the State for advanced research and graduate education. The University was established in Moscow in 1889 by the Territorial Legislature, and provisions of the University's Charter as a territorial university are incorporated into the Idaho State Constitution. Policy direction of the University is vested in the Regents of the University of Idaho whose members also serve as the Board of Regents of the University of Idaho.

The University welcomes a diverse student body with student body representation from every state in the United States and approximately 80 foreign countries, with an alumni population exceeding 100,000. The University's academic structure includes ten degree-granting colleges: the Colleges of Agricultural and Life Science; Art and Architecture; Business and Economics; Education, Health and Human Sciences; Engineering; Graduate Studies; Law; Letters, Arts and Social Sciences; Natural Resources; and Science. In addition to degree programs in each of these colleges, the University includes a College of Graduate Studies and offers medical training for students in association with the University of Washington, School of Medicine. The University has several cooperative programs with Washington State University (located in Pullman, Washington, eight miles from Moscow), including a joint veterinary medical program. The University has an optional officer education program, leading to a regular or reserve commission in the U.S. Army, Navy, Marines or Air Force.

University property includes approximately 11,690 acres and 315 buildings, of which 1,585 acres and 251 buildings are located at its main campus in Moscow. The University operates twelve research centers and institutes, and six demonstration and training farms with a total acreage of about 1,000 acres used by forestry and agricultural students. The University owns and actively manages 8,160 acres of forest lands, a wilderness field research station in Idaho's primitive area, a veterinary teaching center, and ten research and extension centers in agricultural areas throughout Idaho. The University also operates a Research Park in Post Falls and Resident Instructional Centers in Boise, Coeur d'Alene and Idaho Falls.

OUTSTANDING PARITY DEBT

The University's outstanding Bonds as of 11/1/2024 are summarized below:

Series	Delivery	Final Maturity	Issue Size	Outstanding Par
General Revenue and Refunding Bonds, Series 2013A	5/29/2013	4/1/2033	$ 8,745,000	$ 950,000
General Revenue Refunding Bonds, Series 2015A	2/12/2015	4/1/2026	16,280,000	2,705,000
General Revenue Refunding Bonds, Series 2018A	2/13/2018	4/1/2041	29,145,000	9,630,000[(1)]
General Revenue and Refunding Bonds, Series 2020A		4/1/2030	44,015,000	41,020,000
General Revenue Refunding Bonds, Series 2021A		4/1/2031	47,015,000	34,725,000
General Revenue and Refunding Bonds, Series 2022A		4/1/2031	38,075,000	35,900,000
			Total	**$ 124,930,000**

[(1)] A portion of the Series 2018A bonds was defeased with proceeds deposited into an escrow account on January 12, 2021; therefore, this table presents the outstanding amounts of the Series 2018A bonds only. The defeased portion of the Series 2018A bonds are either defeased to the various maturity dates or to the first available call date of April 1, 2028.

The Series 2018A General Revenue Bond OS can be found here:
https://emma.msrb.org/ES1099266-ES858877-ES1260021.pdf
The Series 2020A General Revenue Bond OS can be found here:
https://emma.msrb.org/ES1358259-ES1058420-ES1464057.pdf
The Series 2021A General Revenue Bond OS can be found here:
https://emma.msrb.org/P21432851-P21112736-P21523399.pdf
The Series 2022A General Revenue Bond OS can be found here:
https://emma.msrb.org/P21541485-P21191475-P21610029.pdf

Past University's financial statements (FY16-FY23) are available here:
https://www.uidaho.edu/dfa/finance/controller/annual-financial-statements

The University's fiscal year 2023 financial statements are available here:
https://emma.msrb.org/P21762635-P21349572-P21785229.pdf

The University's FY18 – FY23 financial and operating data can be found here:
https://emma.msrb.org/P21762630-P21349582-P21785240.pdf

FINANCING TERMS

Borrower:	The Board Regents of the University of Idaho
Amount:	Par amount not to exceed $42,500,000
Purpose:	Proceeds from the 2025 Note will be used as interim financing for the Housing Project and for costs of issuance of the 2025 Note
Tax-Status:	Tax-exempt, or taxable
Maturity:	The 2025 Note is expected to have a final maturity of July 1, 2025
Interest:	The University will consider proposals offering a fixed rate, or a variable rate based on an observable index. Please provide tax-exempt and taxable rates for each option, in the event the Housing Project is deemed to be taxable
Security:	Pledge of General Revenues on a parity basis with the University's outstanding General Revenue Bonds of the University. See Summary of Master Bond Resolution attached hereto as Exhibit A for additional detail of the General Revenues.
Prepayment:	The University plans to issue its permanent financing when most advantageous to do so prior to Maturity
Legal Opinions:	Hawley Troxell Ennis & Hawley, as Bond Counsel
	Univeristy General Counsel, as Issuer's Counsel
Purchaser Certificate:	Purchaser shall be required to execute and deliver a purchaser certificate satisfactory to Bond Counsel, in substantially the form attached hereto as Exhibit B
University Certification:	Purchaser shall be required to execute and deliver a contractor certification satisfactory to the University, in substantially the form attached hereto as Exhibit C. Additionally, purchaser acknowledges receipt of and agrees to the University's general terms and conditions attached hereto as Exhibit D.

PROPOSAL SUBMISSION AND EVALUATION

All proposals must be firm for at least 60 days from the date submissions are due and must state the period for which your rate and fee quotes are firm. Any closing conditions must be set forth in the proposal. **No fees and other costs will be paid by the University except those directly relating to the actual transaction with the selected proposer, and only if the transaction is completed**.

Following the review of the written proposals, the University may engage in individual discussions or negotiations with one or more lenders that submit proposals. The University reserves the right to reject any and all proposals.

Proposing lenders may contact the Director of Procurement at the University or the Financial Advisor with questions or to request additional information regarding this request for proposal. Proposing lenders are requested to have no contact with University finance staff or management in regard to this request for proposal until conclusion of the review process. Proposing lenders are to rely on the University's written statements regarding this request for proposals and any other communication will be considered unofficial and non-binding on the University.

Proposals are to be delivered as specified in the following paragraph. All other communication directed to parties other than the University's Director of Procruement or the Financial Advisor may result in disqualification of the proposing financial institution. Please note that proposing lenders may not receive responses to questions posed after Wednesday, November 6, 2024. Additional information being requested by any lender may be provided to other lenders that inform the University of intention to provide a proposal.

Please direct any questions or information requests to the following:

Rob Akhnoukh, Director of Procurement
Phone (208) 885-6123; Email: rakhnoukh@uidaho.edu

REQUIRED PROPOSAL INFORMATION

If you are interested in purchasing the 2025 Note from the University, please provide the information requested below, in the order set forth.

1. **Personnel:**
    a. Include a brief summary of lender experience in direct purchases from universities and/or other state and local governments.
    b. Please provide the contact information (email, address and phone) of the individuals who will be working with the University and their roles.
    c. Provide the name of the person authorized to negotiate final terms and conditions on behalf of the lender
2. **Interest Rate and Lender Expenses:** Please provide interest rates based on the 2025 Note as described herein, including the following:
    a. Which financing option you are proposing: (1) a fixed rate drawdown note, or (2) a line of credit.
    b. If the proposed interest rates are based on an index, provide the formula. The University will consider both fixed rate and variable rate proposals based on an observable index. Please indicate for how long the interest rate(s) is fixed or the cost of locking the rate for a closing through December 20, 2024. Please assume that the entire note is due at Maturity.

c. Interest payment frequency and day count conventions

d. All expenses, such as upfront and amendment fees

e. If proposing a draw down loan or line of credit, please provide a detailed description of the draw down mechanism, the interest rate(s) and related fees.

3. **Legal Fees:** Provide not-to-exceed lender legal fees to be paid by the University. If using external legal counsel, please provide contact information for at least 2 legal firms you would propose to use and the person from that firm that would serve as the primary contact for University selection.

4. **Prepayment and Termination Provisions:** Describe the terms and calculation methodology for proposed pre-payment and termination penalties, if any. Please provide definitions of key terms, as necessary.

5. **Lender Credit Ratings:** Please provide credit ratings from any rating agencies currently maintaining such ratings, indicating if any of your ratings are under review by any rating agency and describing any changes in rating and/or rating outlook for your firm during the past four years 2020-2023. Please provide the most recent rating agency reports on your institution with your proposal.

Rating Agency	Short-term Rating	Long-term Rating	Outlook	Changes 2020-2023
Moody's Investors Service				
Standard & Poor's				
Fitch Ratings				
Bauer Financial Star Rating				

6. **References**: Please provide a minimum of 3 references with current outstanding debt as a result of a direct placement with your institution, preferably in the higher education sector or Idaho local governments.

7. **Reporting Requirements:** The University posts annual financial information on EMMA (https://emma.msrb.org/) and expects the lender to rely upon EMMA as a resource for annual financial information. Please describe any additional reporting requirements and frequency thereof, if any.

8. **Closing Date:** Expected December 20, 2024.

9. **Conflicts of Interest:** Are there any conflicts of interest that could impact the contemplated transaction, and if so, please describe.

10. **Other Conditions or Material Terms:** Please detail any other conditions, material terms, and documentation (e.g. legal opinions) that would be required of the University. Please describe or define any terms necessary to understand these conditions. Please provide any additional information that you regard as relevant to your proposal.

11. **Certification of Present Intent to Hold:** Lender has a present intent to hold the 2025 Note subject to this transaction to maturity, earlier redemption, or for its loan portfolio, and has no present intention of reselling or otherwise disposing of all or a part of such 2025 Note. Lender acknowledges that the Financial Advisor is relying on the foregoing representation and based on this representation this transaction meets the requirements for being a qualifying exception for purposes of MSRB Rule G-34, and the Financial Advisor is excepted and released from the requirement to request a CUSIP assignment on behalf of the University pursuant to MSRB Rule G-34 for the 2025 Note.

The proposal must be signed by an individual with authority to commit the financial institution.

PROPOSAL EVALUATION

Proposals will be evaluated based on responses to the information requested herein. The University may interview selected firm(s) as part of the evaluation process. The University will consider all information provided in response to this request in making its selection. The University reserves the right at its sole

discretion to reject any and all proposals without penalty, to waive any formality in proposals received, to waive immaterial defects and irregularities in proposals, and to seek clarification from any firm.

REQUEST FOR PROPOSAL TIMELINE

The following timeline is expected, although dates are subject to change:

October 24, 2024	Request for Proposal Distributed
November 4, 2024	Last Date for Lender Questions due by 5:00pm PST to rakhnoukh@uidaho.edu
November 7, 2024	Responses to Lender Questions Provided by 5:00pm PST
November 13, 2024	**Lender Proposals Due by 11:59pm PST to** rakhnoukh@uidaho.edu
November 27, 2024	Lender Selection
December 18, 2024	Meeting of Regents of University
December 20, 2024	**Tentative Requested Closing Date**

PROPOSAL SUBMITTAL

Proposals must be received via email by 11:59pm MST on November 13, 2024 to rakhnoukh@uidaho.edu

Exhibit A
Summary of Master Bond Resolution

The following pages present a summary of the University's Master Bond Resolution.

The following is a summary of certain provisions of the Resolution as supplemented by Supplemental Resolutions, through the most recent issuance of the University's General Revenue Bonds, and is not to be considered a full statement thereof. The Resolution and all Supplemental Resolutions are on file at the University or the office of the Trustee.

GENERAL PROVISIONS RELATING TO THE BONDS

Authorization of Bonds

Bonds designated as "General Revenue Bonds" are authorized to be issued by the University under the Resolution. The maximum principal amount of the Bonds which may be issued is not limited; provided, however, that the University reserves the right to limit or restrict the aggregate principal amount of the Bonds which may at any time be issued or Outstanding under the Resolution. Bonds may be issued in such Series as from time to time shall be established and authorized by the University subject to the provisions of the Resolution. The Bonds may be issued in one or more Series pursuant to one or more Supplemental Resolutions. The designation of the Bonds shall include, in addition to the name "General Revenue Bonds," such further appropriate particular designation added to or incorporated in such title for the Bonds of any particular Series as the University may determine. Each Bond shall bear upon its face the designation so determined for the Series to which it belongs. Each Bond shall recite in substance that it is payable from and secured by the Pledged Revenues of the University pledged for the payment thereof.

Terms of Bonds

The principal of and interest on, and the redemption price of the Bonds shall be payable in lawful money of the United States of America at the principal corporate trust office of the Trustee or of any paying agent at the option of a Registered Owner. Payment of interest on any fully registered Bond shall be (i) made to the Registered Owner thereof and shall be paid by check or draft mailed to the Registered Owner thereof as of the close of business on the Record Date at his address as it appears on the registration books of the Trustee or at such other address as is furnished to the Trustee in writing by such Registered Owner, or (ii) with respect to units of $500,000 or more of Bonds, made by wire transfer to the Registered Owner as of the close of business on the Record Date next preceding the interest payment date if such Registered Owner shall provide written notice to the Trustee not less than fifteen (15) days prior to such interest payment date at such wire transfer address as such Registered Owner shall specify, except, in each case, that, if and to the extent that there shall be a default in the payment of the interest due on any interest payment date, such defaulted interest shall be paid to the Registered Owners in whose name any such Bond is registered at the close of business on the fifth Business Day next preceding the date of payment of such defaulted interest.

The Bonds of any Series may be issued only in fully registered form without coupons in authorized denominations.

Execution of Bonds

The Bonds shall be signed on behalf of the Regents by the manual or facsimile signature of its President, attested by the manual or facsimile signature of its Secretary, and countersigned by the manual or facsimile signature of the Bursar of the University, and the seal of the University shall be thereunto affixed by the Secretary of the Regents, which may be by a facsimile of the University's seal which is imprinted upon the Bonds.

Transfer or Exchange of Bonds

Any Bond shall be transferable by the Registered Owner thereof in person, or by his attorney duly authorized in writing, upon presentation and surrender of such Bond at the principal corporate trust office of the Trustee for cancellation and issuance of a new Bond registered in the name of the transferee, in exchange therefor; provided, however, the Trustee shall not be required to transfer the Bonds within fifteen (15) calendar days of a principal or interest payment.

Lost, Stolen, Mutilated or Destroyed Bonds

In case any Bond shall be lost, stolen, mutilated or destroyed, the Trustee may authenticate and deliver a new Bond or Bonds of like date, denomination, interest rate, maturity, number, tenor and effect to the Registered Owner thereof upon the Registered Owner's paying the expenses and charges of the University and the Trustee in connection therewith and upon his filing with the University and the Trustee evidence satisfactory to the University and the Trustee of his ownership thereof, and upon furnishing the University and the Trustee with indemnity satisfactory to the University and the Trustee.

Registration

In the Resolution, the University adopts a system of registration with respect to the Bonds as required by Title 57, chapter 9, Idaho Code, as amended.

Notice of Redemption

Notice of Redemption. Notice of any redemption of Bonds shall be sent by the Trustee by first-class mail, postage prepaid, not less than thirty-five (35) nor more than sixty (60) days prior to the date fixed for redemption, to the Registered Owner of each Bond to be redeemed at the address shown on the Bond Register. This requirement shall be deemed to be complied with when notice is mailed as provided, regardless of whether or not it is actually received by the Registered Owner of any Bond to be redeemed.

Effect of Redemption. When so called for redemption, such Bonds shall cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such Bonds shall not be deemed to be Outstanding as of such redemption date.

Voluntary Redemption Notice. In addition to the notice required by subsection A above, further notice may be given by the Trustee as set out below, but no defect in said further notice nor any failure to give all or any portion of such further notice shall in any manner defeat the effectiveness of a call for redemption if notice thereof is given as prescribed in said subsection A.

Each further notice of redemption given may contain the following information:

the redemption date;

the redemption price;

if less than all Outstanding Bonds are to be redeemed, the identification (and, in the case of partial redemption, the respective principal amounts) of the Bonds to be redeemed;

that on the redemption date the redemption price will become due and payable upon each such Bond or portion thereof called for redemption, and that interest thereon shall cease to accrue from and after said date;

the place where such Bonds are to be surrendered for payment of the redemption price, which place of payment shall be the principal corporate trust office of the Trustee;

the CUSIP numbers of all Bonds being redeemed;

the date of issue of the Bonds as originally issued;

the rate of interest borne by each Bond being redeemed;

the maturity date of each Bond being redeemed; and

any other descriptive information needed to identify accurately the Bonds being redeemed.

Each further notice of redemption may be sent at least thirty-five (35) days before the redemption date by registered or certified mail or overnight delivery service to:

all registered securities depositories then in the business of holding substantial amounts of obligations of types comprising the Bonds, such depositories being:

Depository Trust Company, New York, New York; and

Philadelphia Depository Trust Company, Philadelphia, Pennsylvania; and to

Midwest Depository Trust Company, Chicago, Illinois.

one or more of the national information services that disseminate notices of redemption of obligations such as the Bonds (such as Moody's Municipal and Government or Standard & Poor's Called Bond Record).

Each such further notice may be published one time in The Bond Buyer, published in New York, New York, or, if such publication is impractical or unlikely to reach a substantial number of the Registered Owners of the Bonds, in some other financial newspaper or journal which regularly carries notices of redemption of other obligations similar to the Bonds, such publication to be made at least thirty (30) days prior to the date fixed for redemption.

Upon the payment of the redemption price of Bonds being redeemed, each check or other transfer of funds issued for such purpose shall bear the CUSIP number identifying, by issue and maturity, the Bonds being redeemed with the proceeds of such check or other transfer.

Open Market Purchase. In the Resolution, the University reserves the right to purchase the Bonds on the open market at a price equal to or less than par. In the event the University purchases Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, Bonds so purchased shall be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University purchases term Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, term Bonds so purchased shall be credited against the Mandatory Redemption Amounts next becoming due. All Bonds so purchased shall be credited against the Mandatory Redemption Amounts next becoming due. All Bonds so purchased shall be cancelled.

Redemption of Series 2022A Bonds Prior to Maturity

The Series 2022A Bonds are subject to redemption as described in this Official Statement and in the Resolution.

Book-Entry Only System

The Series 2022A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the Series 2022A Bonds, except in the event the Trustee issues Replacement Bonds as provided in the Resolution.

Additional Bonds

The University reserves the right to issue Additional Bonds secured equally and ratably with all Bonds issued under the Resolution by a pledge of (i) Pledged Revenues and (ii) the funds established by the Resolution, upon the conditions set forth in the Resolution and as described in the Official Statement.

Investment of Funds

Monies held by the University or the Trustee in funds or accounts under the Resolution shall be invested in Investment Securities.

PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS

Pledge of Pledged Revenues

In the Resolution, the University pledges for the payment of the Bonds, equally and ratably, the Pledged Revenues. The Pledged Revenues shall not, except as provided in the Resolution, be used for any other purpose while any of the Bonds issued under the Resolution, including the Series 2022A Bonds, remain Outstanding. Except as provided in the Resolution, this pledge shall constitute a first and exclusive lien on the Pledged Revenues for the payment of the Bonds in accordance with the terms of the Resolution.

Confirmation and Establishment of Funds

The following Funds are established under the Resolution:

Revenue Fund to be held by the University;

Construction Fund to be held by the University;

Bond Fund, consisting of a Debt Service Account to be held by the Trustee;

Cost of Issuance Fund to be held by the University; and

Rebate Fund to be held by the University.

The 2022A Supplemental Resolution creates in the Construction Fund a subaccount to be held by the University titled the "2022A Project Account".

The 2022A Supplemental Resolution also creates the "2013B Escrow Account," the "2014 Escrow Account," to be held by the Escrow Agent (collectively, the "Escrow Accounts"), and the "2022A Costs of Issuance Account," all such accounts to be held by the Trustee.

The University may establish one or more separate and segregated subaccounts within the Debt Service Account from time to time as shall be necessary.

Revenue Fund; Bond Fund; Flow of Funds

Required Deposits. The University shall deposit as received all Pledged Revenues into the Revenue Fund. The University shall deposit into the Debt Service Account in the Bond Fund the accrued interest, if any, received from the sale of a series of Bonds to the initial purchasers thereof. The University shall also deposit into the Debt Service Account the portion, if any, of the Net Proceeds designated as capitalized interest on a series of Bonds.

Permitted Deposits. At any time the University may deposit into the Revenue Fund or the Bond Fund such other funds and revenues that do not constitute Pledged Revenues, as the University may in its discretion determine.

Required Transfers. Moneys in the Revenue Fund shall be disbursed and transferred to the Trustee for deposit in the Debt Service Account in the Bond Fund not later than five (5) days before any Payment Date, an amount equal to Debt Service coming due on such Payment Date. There may be credited against the foregoing transfer, however, any moneys deposited in the Debt Service Account which are available to pay Debt Service on the Bonds and which have not previously been taken as a credit against the required transfers. The Trustee shall pay out of the Debt Service Account to the Registered Owners of the Bonds entitled to such payment on or before each Payment Date the amount of Debt Service payable on such date.

Remaining Amounts. Amounts remaining in the Revenue Fund at any time in excess of the amounts necessary to make the payments required above may be applied by the University, free and clear of the lien of the Resolution, to the extent permitted by law, (i) to the redemption of Bonds in accordance with the Resolution or (ii) for any other lawful purpose of the University.

Construction Fund/Accounts

There shall be paid into the Construction Fund, and the Escrow Accounts and 2022A Costs of Issuance Account thereunder, the amounts required to be so paid by the provisions of the Resolution or any Supplemental Resolution.

The University may establish within the Construction Fund separate Project Accounts and may establish one or more subaccounts in each Project Account. Income received from the investment of moneys in any Project Account in the Construction Fund shall be credited to such Project Account. Upon completion of any Project, the relevant Project Account shall be closed, and all remaining amounts in such Project Account shall be transferred to the Debt Service Account in the Bond Fund.

Before any payment is made from any Project Account in the Construction Fund, the University shall execute a Written Certificate showing with respect to each payment to be made the name of the person to whom payment is due and the amount to be paid and certifying that the obligation to be paid was incurred and is a proper charge against the Project Account in the Construction Fund and in a reasonable amount against the Project Account in the Construction Fund and has not been theretofore included in a prior Written Certificate, and that insofar as any such obligation was incurred for work, materials, equipment or supplies, such work was actually performed, or such materials, equipment or supplies were actually installed in furtherance of the acquisition of the Project or delivered at the site of the Project for that purpose or delivered for storage or fabrication or as a progress payment due on equipment being fabricated to order.

Before any payment is made from any Project Account in the Construction Fund for the payment of Costs of Issuance, if the Costs of Issuance Fund for Bonds is held by the University, the University shall execute its Written Certificate, signed by an Authorized Officer of the University, stating, in respect of each payment to be made, (a) the name and address of the person, firm or corporation to whom payment is due, (b) the amount to be paid, (c) the particular item of the Cost of Issuance to be paid, and (d) that the cost or obligation in this stated amount is a proper item of the Cost of Issuance and has not been paid.

Payment Agreements

The Resolution authorizes the Regents to enter into a Payment Agreement and to make a Payment Agreement Payment thereunder on a parity of lien with the payment of the Bonds if the Payment Agreement satisfies the requirements for Additional Bonds described in the Resolution (See "SECURITY FOR THE SERIES 2022A BONDS – Additional Bonds" in the Official Statement to which this Appendix D is attached for a description of requirements for issuance of Additional Bonds), taking into consideration regularly scheduled Payment Agreement Payments and Receipts (if any) under the Payment Agreement. The following shall be conditions precedent to the use of any Payment Agreement on a parity with the Bonds:

The University shall obtain an opinion of Bond Counsel on the due authorization and execution of such Payment Agreement, the validity and enforceability thereof and opining that the action proposed to be taken is authorized or permitted by the Resolution or the applicable provisions of any Supplemental Resolution and will not adversely affect the excludability for federal income tax purposes of the interest on any Outstanding Bonds.

Prior to entering into a Payment Agreement, the University shall adopt a resolution which shall:

set forth the manner in which the Payments and Receipts are to be calculated and a schedule of Payment Agreement Payment Dates;

establish general provisions for the rights of the parties to Payment Agreements; and

set forth such other matters as the University deems necessary or desirable in connection with the management of Payment Agreements as are not clearly inconsistent with the provisions of the Resolution.

The Payment Agreement may oblige the University to pay, on one or more scheduled and specified Payment Agreement Payment Dates, the Payments in exchange for the Payor's obligation to pay or to cause to be paid to the University, on scheduled and specified Payment Agreement Payment Dates, the Receipts. The University may also enter into Payment Agreements that are not reciprocated by the other party to the agreement.

If the University enters into a Parity Payment Agreement, Payments shall be made from the Debt Service Account and Annual Debt Service shall include any regularly scheduled University Payments adjusted by any regularly scheduled Receipts during a Fiscal Year. Receipts shall be paid directly into the Debt Service Account. Obligations to make unscheduled payments, such a termination payments, may not be entered into on a parity with the Bonds. To the extent that a Parity Payment Agreement has been designated as a hedge of the interest rate features of either Fixed Rate Bonds or Bonds bearing variable rates of interest, Annual Debt Service during the term of such Parity Payment Agreement shall be modified to reflect such Parity Payment Agreement.

Nothing in this section shall preclude the University from entering into Payment Agreements with a claim on Pledged Revenues junior to that of the Bonds. Furthermore, nothing in this section shall preclude the University from entering into obligations on a parity with the Bonds in connection with the use of Payment Agreements or similar instruments if the University obtains an opinion of Bond Counsel that the obligations of the University thereunder are consistent with the Resolution.

For purposes of this section, the following words shall have the following definitions:

"Payment" means any payment required to be made by or on behalf of the University under a Payment Agreement and which is determined according to a formula set forth in the Payment Agreement.

"Parity Payment Agreement" means a Payment Agreement under which the University's payment obligations are expressly stated to be secured by a pledge of and lien on Pledged Revenues on an equal and ratable basis with the

Pledged Revenues required to be paid into the Bond Fund to pay and secure the payment of the principal of and interest on Outstanding Bonds.

"Payment Agreement" means a written agreement, for the purpose of managing or reducing the University's exposure to fluctuations or levels of interest rates, currencies or commodities or for other interest rate, investment, asset or liability management purposes, entered into on either a current or forward basis by the University and a Qualified Counterparty, all as authorized by any applicable laws of the State. Such agreement may or may not be characterized by a structure of reciprocity of payment.

"Payment Agreement Payment Date" means any date specified in the Payment Agreement on which a Payment or Receipt is due and payable under the Payment Agreement.

"Receipt" means any payment (designated as such by a resolution) to be made to, or for the benefit of, the University under a Payment Agreement by the Payor.

"Payor" means a Qualified Counterparty to a Payment Agreement that is obligated to make one or more payments thereunder.

"Qualified Counterparty" means a party (other than the University or a party related to the University) who is the other party to a Payment Agreement that has or whose obligations are unconditionally guaranteed by a party whose long term debt is rated "A" or higher by Moody's Investors Service and Standard & Poor's Corporation and who is otherwise qualified to act as the other party to a Payment Agreement under any applicable laws of the State of Idaho.

COVENANTS CONCERNING THE TRUSTEE

Computershare Trust Company, N.A., acts as Trustee under the Resolution and also acts as paying agent, bond registrar, authenticating agent, and transfer agent with respect to the Bonds. The Trustee makes no representations as to the validity or sufficiency of the Resolution or of any Bonds issued thereunder or as to the security afforded by the Resolution, and the Trustee shall not incur any liability in respect thereof. The Trustee shall not be liable in connection with the performance of its duties under the Resolution except for its own negligence, misconduct or default.

The Trustee, prior to the occurrence of an Event of Default and after the curing of all Events of Default which may have occurred, undertakes to perform such duties and only such duties as are specifically set forth in the Resolution. In case an Event of Default has occurred (which has not been cured), the Trustee shall exercise such of the rights and powers vested in it by the Resolution and use the same degree of care and skill in its exercise as a prudent man would exercise or use under the circumstances in the conduct of his own affairs.

The Trustee, after a successor Trustee has been duly appointed and has accepted the duties of Trustee in writing, may at any time resign and be discharged of the duties and obligations created by the Resolution by giving not less than sixty (60) days' written notice to the University and to insurers of any outstanding Bonds.

The Trustee may be removed at any time by the University or by insurers of outstanding Bonds, so long as the respective insurer of any Bonds is not in default under its respective policy. Any Trustee appointed in succession to the Trustee shall (1) be a bank or trust company or national banking association, duly authorized to exercise trust powers, and (2) have a reported capital and surplus of not less than $75,000,000.

MODIFICATION OR AMENDMENT OF RESOLUTION

The Resolution or any Supplemental Resolution and the rights and obligations of the University and of the Registered Owners of the Bonds may be modified or amended at any time by a Supplemental Resolution and pursuant to the affirmative vote at a meeting of Registered Owners, or with the written consent without a meeting, (1) of the Registered Owners of at least sixty percent (60%) in aggregate principal amount of the Bonds then Outstanding, (2) in case less than all of the several Series of Bonds then Outstanding are affected by the modification or amendment, of the Registered Owners of at least sixty percent (60%) in principal amount of the Bonds of each Series so affected and then Outstanding, and (3) in case the modification or amendment changes the terms of any Mandatory Redemption Amounts, of the Registered Owners of at least sixty percent (60%) in principal amount of the Bonds of the particular Series and maturity entitled to such Mandatory Redemption Amounts and then Outstanding; provided, however, that if such modification or amendment will, by its terms, not take effect so long as any Bonds of any specified Series remain Outstanding, the consent of the Registered Owners of Bonds of such Series shall not be required and Bonds of such Series shall not be deemed to be Outstanding for the purpose

of any calculation of Outstanding Bonds under this section. No such modification of amendment shall (x) extend the fixed maturity of any Bond, or reduce the principal amount or redemption price thereof, or reduce the rate or extend the time of payment of interest thereon, without the consent of the Registered Owner of each Bond so affected, or (y) reduce the aforesaid percentage of Bonds required for the affirmative vote or written consent to an amendment or modification of the Resolution, without the consent of the Registered Owners of all of the Bonds then Outstanding, or (z) without its written consent thereto, modify any of the rights or obligations of the Trustee.

The Resolution or any Supplemental Resolution and the rights and obligations of the University and of the Registered Owners of the Bonds may also be modified or amended at any time by a Supplemental Resolution, without the consent of any Registered Owners, but only to the extent permitted by law and only for any one or more of the following purposes:

(1) to add to the covenants and agreements of the University in the Resolution contained, other covenants and agreements thereafter to be observed, or to surrender any right or power herein reserved to or conferred upon the University;

to make such provisions for the purpose of curing any ambiguity, or of curing or correcting any defective provision contained in the Resolution, or in regard to questions arising under the Resolution, as the University may deem necessary or desirable, and which shall not adversely affect the interests of the Trustee or the Registered Owners of the Bonds;

to provide for the issuance of a Series of Bonds, and to provide the terms and conditions under which such Series of Bonds may be issued, subject to and in accordance with the provisions of Article VII of the Resolution;

to provide for the issuance of the Bonds pursuant to a book-entry system or as uncertificated public obligations pursuant to the provisions of the Registered Public Obligations Act, Chapter 9 of Title 57, Idaho Code; and

during the term of any credit enhancement agreements (including, without limitation, standby bond purchase agreements and letters of credit) permitted in Section 57-231, Idaho Code, to amend any provisions of the Resolution which is intended solely to be for the benefit of the issuer of the credit enhancement agreement.

Such Supplemental Resolution shall become effective as of the date of its adoption or such later date as shall be specified in such Supplemental Resolution.

Copies of any modification or amendment to the Resolution shall be sent to any rating agency maintaining a rating on the Bonds at least ten (10) days prior to the effective date thereof.

EVENTS OF DEFAULT AND REMEDIES OF REGISTERED OWNERS

Events of Default

If any one or more of the following Events of Default shall occur, it is an "event of default" under the Resolution:

failure to make the due and punctual payment of any Principal Installment of a Bond when and as the same shall become due and payable, whether at maturity, by call for redemption, or declaration or otherwise;

failure to make the due and punctual payment of any installment of interest on any Bond or any Mandatory Redemption Amount, when and as such interest installment or any Mandatory Redemption Amount shall become due and payable;

failure by the University to perform or observe any other of the covenants, agreements, or conditions on its part in the Bond Resolution or in the Bonds contained, and such default shall continue for a period of thirty (30) days after written notice thereof to the University by the Trustee specifying such failure and requiring the same to remedied, which period of thirty (30) days may not be extended by more than thirty (30) additional days without the prior written consent of all insurers of outstanding Bonds issued under the Resolution;

a judgment for the payment of money shall be rendered against the University, and any such judgment shall not be discharged within one hundred twenty (120) days of the entry thereof, or an appeal shall not be taken therefrom or from the order, decree of process upon which or pursuant to which such judgment shall have been granted or entered, in such

manner as to set aside or stay the execution of or levy under such judgment, or order, decree or process or the enforcement thereof;

dissolution or liquidation of the University or the filing by the University of a voluntary petition in bankruptcy, or the commission by the University of any act of bankruptcy, or adjudication of the University as a bankrupt, or assignment by the University for the benefit of its creditors, or the entry by the University into an agreement of composition with its creditors, or the approval by a court of competent jurisdiction of a petition applicable to the University in any proceeding for its reorganization instituted under the provisions of the federal bankruptcy act, as amended, or under any similar act in any jurisdiction which may now be in effect or which may hereafter be enacted;

if an order or decree shall be entered, with the consent or acquiescence of the University, appointing a receiver or receivers of the Project, or any part thereof, or if such order or decree, having been entered without the consent and acquiescence of the University, shall not be vacated or discharged or stayed within ninety (90) days after the entry thereof; and

any event of default specified in a Supplemental Resolution;

then, so long as such Event of Default shall not have been remedied, the Trustee (by thirty (30) days' written notice to the University), or the Registered Owners of not less than twenty-five percent (25%) of the Bonds then Outstanding (by notice in writing to the University and the Trustee) may, but only with the consent of insurers, if any, of any Outstanding Bonds, provided the insurers are not in default under their respective policy, declare the Bonds then Outstanding, and the interest accrued thereon, to be due and payable immediately upon the occurrence of an event of default, and upon any such declaration the same shall become and be immediately due and payable, anything in the Resolution or in the Bonds contained to the contrary notwithstanding.

Notwithstanding the foregoing, neither the Registered Owners of twenty-five percent (25%) of the Noninsured Bonds then Outstanding, nor the Owners of twenty-five percent (25%) of any series of Bonds then Outstanding, nor the Trustee, may declare any other series of Bonds immediately due and payable without the prior written consent of the relevant insurer of such series of Bonds.

Rights and Remedies of Registered Owners

No Registered Owner of any Bond shall have any right to institute any proceeding, judicial or otherwise, with respect to the Resolution, or for the appointment of a receiver or trustee, or for any other remedy thereunder, unless

such Registered Owner has previously given written notice to the Trustee of a continuing Event of Default;

the Registered Owners of not less than twenty-five percent (25%) in principal amount of the Bonds shall have made written request to the Trustee to institute proceedings in respect of such Event of Default in its own name as Trustee;

such Registered Owners have offered to the Trustee reasonable indemnity against the costs, expenses, and liabilities to be incurred in compliance with such request;

the Trustee for sixty (60) days after its receipt of such notice, request, and offer of indemnity has failed to institute any such proceedings; and

no direction inconsistent with such written request has been given to the Trustee during such sixty (60) day period by the Registered Owners of a majority in principal amount of the Bonds; it being understood and intended that no one or more Registered Owner of Bond shall have any right in any manner whatever by virtue of, or by availing of, any provision of the Resolution to affect, disturb, or prejudice the rights of any other Registered Owner of Bonds, or to obtain or to seek to obtain priority or preference over any other Registered Owner, or to enforce any right under the Resolution, except in the manner provided and for the equal and ratable benefit of all the Registered Owners of Bonds.

The Registered Owners of a majority in principal amount of the Outstanding Bonds shall have the right to direct the time, method, and place of conducting any proceeding for any remedy available to the Trustee or exercising any trust or power conferred on the Trustee, provided that:

such direction shall not be in conflict with any rule of law or the Resolution,

the Trustee shall not determine that the action so directed would be unjustly prejudicial to the Registered Owners not taking part in such direction, and

the Trustee may take any other action deemed proper by the Trustee which is not inconsistent with such direction.

DEFEASANCE

Discharge of Indebtedness

If the University shall pay or cause to be paid, or there shall otherwise be paid, to the Registered Owners of all Bonds the principal of or redemption price, if applicable, and interest due or to become due thereon, if applicable, at the times and in the manner stipulated therein and in the Resolution, or such Bonds shall have been deemed to have been paid as provided in the Supplemental Resolution authorizing a Series of Bonds, then the pledge of any Pledged Revenues, and other moneys, securities and funds pledged under the Resolution and all covenants, agreements and other obligations of the University to the Registered Owners, shall thereupon cease, terminate and become void and be discharged and satisfied. In such event, the Trustee shall cause an accounting for such period or periods as shall be requested by the University to be prepared and filed with the University and, upon the request of the University, shall execute and deliver to the University all such instruments as may be desirable to evidence such discharge and satisfaction, and the Trustee shall pay over or deliver to the University all moneys or securities held by it pursuant to the Resolution which are not required for the payment of principal or redemption price, if applicable, on Bonds.

Bonds or interest installments the payment or redemption of which moneys shall have been set aside and shall be held in trust by the Trustee (through deposit by the University of funds for such payment or redemption or otherwise) at the maturity or redemption date thereof shall be deemed to have been paid within the meaning and with the effect expressed in subsection (A) of this section. All Outstanding Bonds of any Series shall prior to the maturity or redemption date thereof be deemed to have been paid within the meaning and with the effect expressed in subsection (A) of this section if (1) in case any of said Bonds are to be redeemed on any date prior to their maturity, the University shall have given to the Trustee in form satisfactory to it irrevocable instructions to mail to the Registered Owners of such Bonds, notice of redemption of such Bonds on said date, (2) there shall have been deposited with the Trustee either moneys in an amount which shall be sufficient, or Direct Obligations, or Investment Securities other than Direct Obligations of the kind required in Section 12.1B of the Resolution the principal of and the interest on which when due will provide moneys which, together with the moneys, if any, deposited with the Trustee at the same time, shall be sufficient, to pay when due the principal or redemption price, as applicable, and interest due and to become due, if applicable, on said Bonds on and prior to the redemption date or maturity date thereof, as the case may be, without adversely affecting the tax-exempt status of the interest on said Bonds taxable under the Code, and (3) in the event said Bonds are not by their terms subject to redemption within the next succeeding sixty (60) days, the University shall have given the Trustee in form satisfactory to it irrevocable instructions to mail, first class postage prepaid, a notice to the Registered Owners of such Bonds that the deposit required by (2) above has been made with the Trustee and that said Bonds are deemed to have been paid in accordance with this section and stating such maturity or redemption date upon which moneys are to be available for the payment of the principal or redemption price, as applicable, and interest due and to become due if applicable on said Bonds.

Exhibit B

Form of Purchaser Certificate

The following pages present the form of Purchaser Certificate.

[DATE]

RE: University of Idaho General Revenue Note, 2025

Ladies and Gentlemen:

1. This investor letter is being provided to you in connection with the proposed issuance and sale by you as issuer (the "Issuer") of General Revenue Note, 2025 in the principal amount of $_____ (the "Note"). The Note are being issued under and ratably secured by a Bond Resolution adopted by the Issuer on _____ __, 2024 (the "Resolution").

2. _____, as sole purchaser of the Note (the "Purchaser"), understands and expressly acknowledges that the Note have not been registered under the Securities Act of 1933, as amended (the "Act"), but that the Note are eligible for one or more exemptions from registration thereunder, and that the Purchaser does not intend to re-offer, resell or otherwise pledge, hypothecate or transfer the Note unless the transferee has certified to the Issuer in a form furnished by the Issuer that it is an "accredited investor" under the Act. The Purchaser also represents that it is an "accredited investor" under the Act, is purchasing the Note only for its own account and not with a view to distributing the Note, that it has such knowledge and experience in financial and business matters that it is capable of evaluating the merits and risks of its investment in the Note. The credit of the borrower, the collateral and the bond terms and that the Purchaser will make its own independent credit analysis and decision to purchase the Note based an independent examination and evaluation of the transaction and the information deemed appropriate, without reliance on the Issuer or its affiliates, its directors, officers, employees, attorneys or agents.

3. The Purchaser acknowledges that no credit rating has been sought or obtained with respect to the Note.

4. The Purchaser acknowledges that no official statement has been prepared for the Note, and that the Issuer of the Note will not be entering into a continuing disclosure agreement to provide ongoing disclosure respecting the Note. The Purchaser has been offered copies of or full access to all documents relating to the Note and all records, reports, financial statements and other information concerning the Issuer and pertinent to the source of payment for the Note as deemed material by the Purchaser, which the Purchaser as a reasonable investor, has requested and to which the Purchaser, as a reasonable investor, would attach significance in making an investment decision.

5. The Purchaser confirms that its investment in the Note constitutes an investment that is suitable for and consistent with its investment program and that the Purchaser is able to bear the economic risk of an investment in the Note, including a complete loss of such investment.

6. SMMP Representations. The Purchaser states that: (a) it is a bank, savings and loan association, insurance company, or registered investment company; or an investment adviser registered either with the Securities and Exchange Commission under Section 203 of the Investment Advisers Act of 1940 or with a state securities commission (or any agency or office performing like functions); or any other entity (whether a natural person, corporation, partnership, trust, or otherwise) with total assets of at least $50 million; and, (b) it is capable of evaluating investment risks and market value independently, both in general and with regard to transactions and investment strategies in municipal securities; and (c) the Purchaser has timely access to material information that is available publicly through established industry sources as defined in Municipal Securities Rulemaking Board (MSRB) Rule G-47;

7. The Purchaser is purchasing the Note solely for its own account for investment purposes only, and not with a view to, or in connection with, any distribution, resale, pledging, fractionalization, subdivision or other disposition thereof (subject to the understanding that disposition of Purchaser's property will remain at all times within its control). Because the Purchaser has no immediate intent to trade the Note and as a condition to the purchase of the Note from the Issuer, the Purchaser has directed Piper Sandler & Co., as Municipal Advisor to

the Issuer, not to obtain a CUSIP number for the Note, or apply for DTC eligibility for the Note.

8. The Purchaser understands that the Note (i) have not been registered under the Act, and (ii) has not been registered or qualified under any state securities or "Blue Sky" laws, and that the Resolution has not been qualified under the Trust Indenture Act of 1939, as amended.

9. The Purchaser has been furnished with and has examined the Note, the Resolution and other documents, certificates and the legal opinions delivered in connection with the issuance of the Note.

10. The Purchaser understands that the Issuer and Bond Counsel will rely upon the accuracy and truthfulness of the representations and warranties contained herein and hereby consents to such reliance.

11. The signatory of this Certificate is a duly authorized officer of the Purchaser with the authority to sign this Certificate on behalf of the Purchaser, and this Certificate has been duly authorized, executed and delivered.

12. The Purchaser understands that in addition to requirements discussed above under federal securities laws, the reselling, pledging, hypothecating or otherwise transferring of the Note may be restricted by the applicable state securities laws of the state or states that have jurisdiction over the issuance, purchase, resale and transfer of the Note. The Purchaser understands that it may sell, transfer, or otherwise dispose of any of the Note held by it from time to time only pursuant to the requirements of the Resolution and the appropriate registration or exemption laws of the state or states that have jurisdiction and control over such transfer or resale with notice to you as Issuer.

13. Purchaser acknowledges that prior to the purchase of the Note, it and any other person acquiring an assignment of interest therein had access to such information as it deems necessary in respect of its decision to acquire the Note and confirms that it was furnished at no cost the Resolution and any other documents requested.

Very truly yours,

[PURCHASER]

By:_____
Authorized Officer

Exhibit C

Contractor Certification

The following pages present the form of contractor certification.

CERTIFICATION

This Certification is made by **[[Name (Primary Second Party)]]** ("Company") in relation to the contract number **[[Contract Number]]** entered into between the University of Idaho ("University") and Company. The University is prohibited by state law from entering into certain contractual provisions. This Certification shall be incorporated into the Agreement between the University and Company and shall be considered as fully a part thereof by reference.

Company hereby certifies that:

1. Pursuant to Idaho Code Section 67-2346 and 67-2347A, if payments under the Agreement exceed one hundred thousand dollars ($100,000) and it employs ten or more persons, it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in Section 18-3302(2)(d), Idaho Code;

2. Pursuant to Idaho Code Section 67-2359, it is not currently owned or operated by the People's Republic of China led by the Chinese communist party and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and

3. Except to the extent this Agreement is a contract or commercial transaction that is subject to federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, the Contractor represents it is not an abortion provider or an affiliate provider, as those terms are used in Idaho Code Section 18-8703. In addition, except to the extent this Agreement is a contract or commercial transaction that is subject to federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, section 39-1301, the Parties agree that no funds provided hereunder shall be used in any way to provide, perform or induce an abortion; to assist in the provision or performance of an abortion; to promote abortion; counsel in favor of abortion; refer for abortion; or provide facilities for abortion or training to provide or perform abortion; other than permitted by Idaho Code Section 18-8705.31.

The terms in this Certification defined in Idaho Code Section 67-2346, Idaho Code Section 67-2347A, Idaho Code Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein. This Certification is made solely to comply with the Idaho statutes referenced herein and to the extent such section does not contravene applicable state or federal law.

COMPANY:
[[Name (Primary Second Party)]]

Signature:
_____

Name:
_____

Title:
_____

Date:
_____

Exhibit D

University's General Terms and Conditions

The following pages present the University's general terms and conditions.

UNIVERSITY OF IDAHO
GENERAL TERMS AND CONDITIONS

THIS ORDER EXPRESSLY LIMITS ACCEPTANCE TO THE TERMS AND CONDITIONS STATED HEREIN. ALL ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CONTRACTOR ARE OBJECTED TO AND ARE HEREBY REJECTED, UNLESS OTHERWISE PROVIDED FOR IN WRITING BY THE PURCHASING MANAGER, UNIVERSITY OF IDAHO.

1. NOTICES: All notices under this Agreement shall be in writing and shall be deemed to have been given upon: (i) personal delivery; (ii) the third business day after mailing; (iii) the second business day after sending by confirmed facsimile; or (iv) the second business day after sending by email.

2. CHANGES: No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.

3. PACKING: No charges will be allowed for special handling, packing, wrapping, bags, containers, etc., unless otherwise specified.

4. DELIVERY: For any exceptions to the delivery date as specified on the order, Contractor shall give prior notification and obtain approval thereto from the University of Idaho Department of Purchasing Services. With respect to delivery under this order, time is of the essence and order is subject to termination for failure to deliver within the timeframe specified in this order.

5. SHIPPING INSTRUCTIONS: Unless otherwise instructed, all goods are to be shipped prepaid and allowed, FOB Destination.

6. ORDER NUMBERS: Agreement order numbers or purchase order numbers shall be clearly shown on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.

7. REJECTION: All goods, materials, or services purchased herein are subject to approval by the University of Idaho. Any rejection of goods, materials, or services resulting from nonconformity to the terms, conditions or specifications of this order, whether the goods are held by the University of Idaho or returned, will be at Contractor's risk and expense.

8. QUALITY STANDARDS: Brand names, models, and specifications referenced in herein are meant to establish a minimum standard of quality, performance, or use required by the University. No substitutions will be permitted without written authorization of the University of Idaho Department of Purchasing Services.

9. WARRANTIES: Contractor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Contractor upon notification by the University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Contractor.

10. PAYMENT, CASH DISCOUNT: Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.

11. LIENS, CLAIMS AND ENCUMBRANCES: Contractor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.

12. TERMINATION: In the event of a breach by Contractor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Contractor. Contractor shall be liable for damages suffered by the University of Idaho resulting from Contractor's breach of Agreement.

13. TRADEMARKS: Contractor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

14. SAVE HARMLESS: Contractor shall protect, indemnify, and save the University of Idaho and the State of Idaho harmless from and against any damage, cost or liability, including reasonable attorney's fees, for any or all injuries to persons or property arising from acts or omissions of Contractor, its employees, or subcontractors, howsoever caused.

15. OSHA REGULATIONS: Contractor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act.

16. TAXES: The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Contractor. If Contractor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Contractor is performing public works construction, it shall be responsible for payment of all sales and use taxes.

17. 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.

18. ASSIGNMENTS: No Agreement, order, or any interest therein shall be transferred by Contractor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the recission of the transferred Agreement at the option of the University of Idaho.

19. WAIVER: No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.

20. 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 thereof, 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 by such party for a period equal to any such prevention, delay or stoppage.

21. NO JOINT VENTURE: Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.

22. PRICE WARRANTY FOR COMMERCIAL ITEMS: Contractor warrants that prices charged to the University of Idaho are based on Contractor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Contractor to other customers purchasing the same item in like or comparable quantities.

23. NONDISCRIMINATION: Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

24. CONTRACTOR CERTIFICATIONS: The University is prohibited by state law from entering into certain contractual agreements. Contractor hereby certifies that:

    (i) Pursuant to Idaho Code Section 67-2346 and 67-2347A, if payments under the Agreement exceed one hundred thousand dollars ($100,000) and it employs ten or more persons, it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in Section 18-3302(2)(d), Idaho Code; (ii) pursuant to Idaho Code Section 67-2359, it is not currently owned or operated by the People's Republic of China and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) it is not an abortion provider or an affiliation of an abortion provider under the No Public Funds for Abortion Act. The terms in this section defined in Idaho Code Section 67-2346, Idaho Code Section 67- 2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein.

25. UNIVERSITY REGULATIONS: Contractor shall follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel.

26. GOVERNING LAW: This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

Updated: September 19, 2024

SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

REGENTS OF THE UNIVERSITY OF IDAHO
GENERAL REVENUE NOTE, SERIES 2024

Adopted December 18, 2024

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SUPPLEMENTAL RESOLUTION

A Supplemental Resolution of the Regents of the University of Idaho Authorizing the Issuance and Providing for the Sale of its General Revenue Note, Series 2024; Delegating Authority to Approve the Terms and Provisions of the Series 2024 Note and the Principal Amount of the Series 2024 Note up to $42,500,000; and Providing for Other Matters Relating to the Authorization, Issuance, Sale and Payment of the Series 2024 Note.

* * * * * *

WHEREAS, the University of Idaho (the "University") is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho;

WHEREAS, the Regents of the University of Idaho (the "Regents") are authorized, pursuant to the Educational Institutions Act of 1935, the same being Chapter 38, Title 33, Idaho Code, (the "Act"), and the Constitution of the State of Idaho, to issue bonds to finance "projects" as defined in said Act;

WHEREAS, on November 22, 1991, the Regents adopted a Resolution, which has been subsequently amended, supplemented, and restated from time to time (as amended, supplemented, collectively, the "Resolution");

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue, and has issued from time to time, various series of Additional Bonds authorized under Supplemental Resolutions, upon compliance with the requirements of Section 7.2 of the Resolution;

WHEREAS, on May 2, 2024, the Regents approved the initial design and development phases of certain University housing improvements, as further described below;

WHEREAS, on November 21, 2024, the Regents approved the acquisition and construction, renovation and/or redevelopment of the University's existing student housing facilities, including Wallace Residence Center, Theophilius Tower, and Elmwood Apartments and development of approximately 400 apartment beds to be used for graduate and family housing, including a community building on the South Hill (collectively, the "Housing Project");

WHEREAS, the Regents have determined, pursuant to Section 33-3805, Idaho Code, that it is both necessary and economically feasible for the University to finance all or a portion of the Housing Project;

WHEREAS, to provide interim financing for a portion of the Housing Project and to pay the Costs of Issuance therefore, the Regents desire to authorize the issuance of its General Revenue Note, Series 2024 (the "Series 2024 Note") either taxable or tax-exempt; and

WHEREAS, pursuant to Section 57-235, Idaho Code, the Regents desire to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the Series 2024 Note and other matters.

NOW, THEREFORE, BE IT RESOLVED BY THE REGENTS OF THE UNIVERSITY OF IDAHO AS FOLLOWS:

ARTICLE I
DEFINITIONS

Section 101. Definitions.

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

"**Bond Register**" means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the Series 2024 Note.

"**Code**" means the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

"**Delegated Officer**" means the Vice President for Finance and Bursar or the President of the University.

"**Delegation Certificate**" means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the Series 2024 Note upon the sale thereof, substantially in the form of **Exhibit B** hereto.

"**Municipal Advisor**" means PFM Financial Advisors LLC, or its successors in functions, as hereafter designated with respect to the Series 2024 Note.

"**Note Purchase Contract"** means the Note Purchase Contract between the Regents and the Purchaser in substantially the form authorized in Section 204 herein, setting forth the terms and conditions of the sale of the Series 2024 Note, the final version of which will be presented to the Delegated Officer of the University for approval and execution upon sale of the Series 2024 Note.

"**Registered Owner(s)**" means the owners of the Series 2024 Note issued hereunder, originally, the Purchaser, whose ownership is recorded under the system of registration maintained by the Trustee, as described in Section 209 hereof.

"**Regulations**" means the treasury regulations promulgated under the Code and those provisions of the treasury regulations originally promulgated under Section 103 of the Internal Revenue Code of 1954, as amended, which remain in effect under the Code.

"**Resolution**" means the Resolution adopted by the Regents on November 22, 1991, as previously amended and supplemented, and as supplemented by this Supplemental Resolution.

"**Purchaser**" means the selected purchaser of the Series 2024 Note pursuant to Section 205 of this Supplemental Resolution.

"**Supplemental Resolution**" means this Supplemental Resolution adopted by the Regents on December 18, 2024, authorizing the issuance and providing for the sale of the Series 2024 Note; delegating authority to approve the terms and provisions of the Series 2024 Note and the principal amount thereof; and providing for other matters relating to the authorization issuance, sale and payment of the Series 2024 Note.

"**Trustee**" means Computershare Trust Company, N.A., and its successors and permitted assigns under the Resolution, as paying agent, trustee, and registrar for the Series 2024 Note.

"**2024 Costs of Issuance Account**" means the account created pursuant to Section 301 of this Supplemental Resolution, to be established, held and administered by the University, from which the Costs of Issuance of the Series 2024 Note shall be paid by or on behalf of the University.

[Remainder of page intentionally left blank.]

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

Section 103. Effective Date. This Supplemental Resolution contemplates the issuance and sale of the Series 2024 Note through a delegation of authority as provided in Section 205 hereof. Unless the context clearly indicates otherwise – for example, the provisions of Section 204(a) through Section 204(d) take effect upon adoption of this Supplemental Resolution – this Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the Series 2024 Note is sold and issued.

ARTICLE II
AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2024 NOTE

Section 201. Authorization of Series 2024 Note, Principal Amounts, Designation and Series; Confirmation of Pledged Revenues. In order to provide sufficient funds to finance a portion of the Project on an interim basis, and in accordance with and subject to the terms, conditions and limitations established in the Resolution, as previously amended and as amended by this Supplemental Resolution, a series of "Additional Bonds," as such term is defined therein, is hereby authorized to

be issued in the aggregate principal amount of up to $42,500,000 and shall be designated "General Revenue Note, Series 2024."

The Series 2024 Note is secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution equally and ratably with Bonds of the University previously issued under the Resolution.

Section 202. Finding and Purpose. The Regents hereby find, determine and declare:

(a) pursuant to Section 33-3805, Idaho Code, the Project is desirable and necessary for the proper operation of the University and is economically feasible; and

(b) the applicable requirements of Article VII of the Resolution relating to issuance of Additional Bonds will have been complied with upon the delivery of the Series 2024 Note.

Section 203. Issue Date. The Series 2024 Note shall be dated the date of original delivery.

Section 204. Authorization of Actions Preliminary to Sale of Series 2024 Note.

(a) The Regents desire to sell the Series 2024 Note at a private sale, pursuant to selection of a purchaser by means of a request for proposals, all in accordance with the Act.

(b) The Regents ratify the appointment and engagement of the Municipal Advisor for the issuance and sale of the Series 2024 Note.

(c) The Regents ratify the distribution of the University's RFP No. 25-05A – Request for Financing Proposals (the "RFP") in the form presented at this meeting, with such changes, omissions, insertions and revisions as the Delegated Officer shall approve, is hereby authorized, and the actions of the University, are hereby acknowledged, approved and ratified in connection with the offering of the Series 2024 Note. The Regents specifically note there was no offering documents offered to the public and any purchaser of the Series 2024 Note shall certify it had access to such financial and other information concerning the University and certify it is an accredited investor under the Securities Act of 1933, as amended.

(d) The Regents shall enter into a Note Purchase Contract to provide for the terms and provisions of the sale of the Series 2024 Note, with such terms specifically identified in the Delegation Certificate upon sale of the Series 2024 Note, as shall be approved by the Delegated Officer. Upon the sale of the Series 2024 Note, the Delegated Officer is hereby authorized to execute and deliver the Note Purchase Contract to the selected purchaser. The Delegated Officer is authorized to do or perform all such acts as may be necessary or advisable to comply with the Note Purchase Contract and to carry the same into effect.

Section 205. Sale of Series 2024 Note and Related Documents; Delegation Authority.

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Regents hereby delegate to the Delegated Officer the power to make the following determinations on the date of sale of the Series 2024 Note without any requirement that the members of the Regents meet to approve such determinations, by selecting the winning proposal of the RFP (the "Purchaser"), but subject to the limitations provided:

(i) The rate of interest to be borne by the Series 2024 Note, provided that the initial true interest cost of the Series 2024 Note, as certified by the Municipal Advisor, shall not exceed six percent (6.00%) for a tax-exempt Series 2024 Note; provided that the interest rate on the Series 2024 Note shall be subject to adjustment to a step-up rate and/or a taxable rate as set forth in the Series 2024 Note.

(ii) The principal amount of the Series 2024 Note, provided the aggregate principal amount of the Series 2024 Note shall not exceed $42,500,000.

(iii) The final maturity of the Series 2024 Note, provided that the final maturity date shall not exceed twelve (12) months from the date of issuance.

(iv) The price at which the Series 2024 Note will be sold.

(v) The dates, if any, on which, and the prices at which, the Series 2024 Note will be subject to prepayment.

(b) Upon the sale of the Series 2024 Note, the Delegated Officers shall execute a Delegation Certificate substantially in the form attached hereto as Exhibit B reflecting the final terms and provisions of the Series 2024 Note and certifying that the final terms and provisions of the Series 2024 Note are consistent with, not in excess of, and no less favorable than the terms set forth in subparagraph (a) above.

Section 206. Form of Series 2024 Note. The form of the Series 2024 Note is attached to this Supplemental Resolution as Exhibit A and is incorporated herein by this reference, and approved with such revisions and designations as required pursuant to the terms of sale thereof.

Section 207. Execution and Delivery of Series 2024 Note. The Series 2024 Note shall be manually executed on behalf of the University by the President of the Regents, countersigned by the Bursar of the University, and attested by the Secretary to the Regents. The Series 2024 Note shall be delivered to the Purchaser

thereof upon compliance with the provisions of the Note Purchase Contract and Section 3.2 of the Resolution.

Section 208. Prepayment of Series 2024 Note Prior to Maturity.

Upon the sale of the Series 2024 Note, the Series 2024 Note will be subject to prepayment pursuant to the terms of the thereof and the Note Purchase Contract, as approved by the Delegated Officer in the Delegation Certificate.

(a) Intentionally omitted.

(b) Notice of Prepayment. The Resolution requires the Trustee to give notice of any prepayment of the Series 2024 Note not less than 35 days nor more than 60 days prior to the prepayment date, by first class mail, postage prepaid, addressed to the Registered Owners of such Series 2024 Note.

Section 209. System of Registration. The Series 2024 Note shall initially be registered in the name of the Purchaser, and each Registered Owner will receive a certificate representing its interest in the Series 2024 Note, which shall be transferred only in accordance the terms thereof, and with the Regent's System of Registration, which is hereby established for the 2024 Note in accordance with the Registered Public Obligations Act, Chapter 9, Title 57, Idaho Code.

So long as the Series 2024 Note is registered in the name of the Purchaser, all payments with respect to principal of, premium, if any, and interest on the Series 2024 Note and all notices with respect to the Series 2024 Note shall be made and given in the manner provided in the Series 2024 Note and Note Purchase Contract.

ARTICLE III
CREATION OF ACCOUNTS; APPLICATION OF SERIES 2024 Note PROCEEDS

Section 301. Creation of Accounts. In connection with the issuance of the Series 2024 Note, the University hereby establishes the following funds and subaccounts:

(i) the 2024 Project Account under the Construction Fund to be held by the University;

(ii) the 2024 Debt Service Account under the Bond Fund held by the Trustee;

(iii) the 2024 Costs of Issuance Account, to be held by the Trustee.

Section 302. Application of Proceeds of Series 2024 Note. Pursuant to the Written Certificate of the University to be delivered prior to the issuance of the

Series 2024 Note, proceeds of the sale of the Series 2024 Note, shall be applied as follows:

(i) Proceeds of the Series 2024 Note in the amount of accrued interest on the Series 2024 Note to the date of delivery thereof, if any, shall be deposited in the 2024 Debt Service Account under the Bond Fund.

(ii) Proceeds of the Series 2024 Note in the amount reflected in a Written Certificate of the University, shall be transferred to the 2024 Costs of Issuance Account held by the University. The University shall draw proceeds in accordance with the Note Purchase Contract for deposit into the Series 2024 Costs of Issuance Account and before any payment is made from the 2024 Costs of Issuance Account, the University shall execute a Written Certificate as required by Section 5.6 of the Resolution.

(iii) Remaining proceeds of the Series 2024 Note shall be deposited to the Series 2024 Project Account to finance a portion of the Housing Project. The University shall draw proceeds in accordance with the Note Purchase Contract for deposit into the Series 2024 Project Account and before any amount is drawn or payment is made from the Series 2024 Project Account, the University shall execute a Written Certificate as required by Section 5.4(E) of the Resolution.

ARTICLE IV
MISCELLANEOUS

Section 401. Other Actions With Respect to Series 2024 Note. The officers and employees of the University shall take all actions necessary, or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the Series 2024 Note, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the Series 2024 Note. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Regents or the Bursar shall be unavailable to execute the Series 2024 Note or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Regents.

Section 402. Governing Law. By the acceptance of the Series 2024 Note, the owners of the Series 2024 Note shall be deemed to agree that their rights as bondholders shall be governed by the laws of the State of Idaho.

Section 403. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in this Supplemental Resolution on the part of the University (or of the Trustee) to be performed should be contrary to law, then such covenant or covenants, such agreement or agreements, or such portions thereof, shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of this Supplemental Resolution or of the Series 2024 Note; but the owners of the Series 2024

Note shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 404. Savings Clause. Except as amended by this Supplemental Resolution, the Resolution shall remain in full force and effect.

Section 405. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

Section 406. Restatement of Resolution. To the extent that this Supplemental Resolution amends or supplements the Resolution, the Resolution shall be treated as so amended or supplemented, and the University is hereby authorized to incorporate any of the provisions of this Supplemental Resolution into a restatement of the Resolution.

(The next page is the signature page)

ADOPTED AND APPROVED this 18th day of December, 2024.

REGENTS OF THE UNIVERSITY OF IDAHO

_____
President

_____
Vice President for Finance and Bursar

ATTEST:

_____
Secretary

EXHIBIT A

FORM OF SERIES 2024 NOTE

EXHIBIT B

FORM OF DELEGATION CERTIFICATE

Attachment 3

January 19, 2022

Linda Campos
Division of Finance and Adminsitration
University of Idaho
875 Perimeter Drive
Moscow, ID 83844

Dear Ms. Campos:

We wish to inform you that Moody's Investors Service has assigned a rating of **A1** with a **stable** outlook to University of Idaho's General Revenue and Revenue Refunding Bonds, Series 2022A.

Credit ratings issued by Moody's Investors Service, Inc. and its affiliates ("Moody's") are Moody's current opinions of the relative future credit risk of entities, credit commitments, or debt or debt-like securities and are not statements of current or historical fact. Moody's credit ratings address credit risk only and do not address any other risk, including but not limited to: liquidity risk, market value risk, or price volatility.

This letter uses capitalized terms and rating symbols that are defined or referenced either in *Moody's Definitions and Symbols Guide* or *MIS Code of Professional Conduct* as of the date of this letter, both published on www.moodys.com. The Credit Ratings will be publicly disseminated by Moody's through normal print and electronic media as well as in response to verbal requests to Moody's Rating Desk. Moody's related research and analyses will also be published on www.moodys.com and may be further distributed as otherwise agreed in writing with us.

Moody's Credit Ratings or any corresponding outlook, if assigned, will be subject to revision, suspension or withdrawal, or may be placed on review, by Moody's at any time, without notice, in the sole discretion of Moody's. For the most current Credit Rating, please visit www.moodys.com.

Moody's has not consented and will not consent to being named as an expert under applicable securities laws, such as section 7 of the Securities Act of 1933. The assignment of a rating does not create a fiduciary relationship between Moody's and you or between Moody's and other recipients of a Credit Rating. Moody's Credit Ratings are not and do not provide investment advice or recommendations to purchase, sell or hold particular securities. Moody's issues Credit Ratings with the expectation and understanding that each investor will make its own evaluation of each security that is under consideration for purchase, sale or holding.

Moody's adopts all necessary measures so that the information it uses in assigning a Credit Rating is of sufficient quality and from sources Moody's considers to be reliable including, when appropriate, independent third-party sources. However, Moody's is not an auditor and cannot in every instance independently validate or verify information received in the rating process. Moody's expects and is relying upon you possessing all legal rights and required consents to disclose the information to Moody's, and that such information is not subject to any restrictions that would prevent use by Moody's for its ratings process. In assigning the Credit Ratings, Moody's has relied upon the truth, accuracy, and completeness of the information supplied by you or on your behalf to Moody's. Moody's expects that you will, and is relying upon you to, on an ongoing basis, promptly provide Moody's with all information necessary in order for Moody's to accurately and timely monitor the Credit Ratings, including current financial and statistical information.

Attachment 3

Under no circumstances shall Moody's have any liability (whether in contract, tort or otherwise) to any person or entity for any loss, injury or damage or cost caused by, resulting from, or relating to, in whole or in part, directly or indirectly, any action or error (negligent or otherwise) on the part of, or other circumstance or contingency within or outside the control of, Moody's or any of its or its affiliates' directors, officers, employees or agents in connection with the Credit Ratings. **ALL INFORMATION, INCLUDING THE CREDIT RATING, ANY FEEDBACK OR OTHER COMMUNICATION RELATING THERETO IS PROVIDED "AS IS" WITHOUT REPRESENTATION OR WARRANTY OF ANY KIND. MOODY'S MAKES NO REPRESENTATION OR WARRANTY, EXPRESS OR IMPLIED, AS TO THE ACCURACY, TIMELINESS, COMPLETENESS, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY SUCH INFORMATION.**

Any non-public information discussed with or revealed to you must be kept confidential and only disclosed either (i) to your legal counsel acting in their capacity as such; (ii) to your other authorized agents acting in their capacity as such with a need to know that have entered into non-disclosure agreements with Moody's in the form provided by Moody's and (iii) as required by applicable law or regulation. You agree to cause your employees, affiliates, agents and advisors to keep non-public information confidential.

If there is a conflict between the terms of this rating letter and any related Moody's rating application, the terms of the executed rating application will govern and supercede this rating letter.

Should you have any questions regarding the above, please do not hesitate to contact the analyst assigned to this transaction, Heather Correia at 214-979-6868.

Sincerely,

Moody's Investors Service Inc.

Moody's Investors Service Inc.

cc: Heather Casperson
Public Financial Management, Inc.
800 Nicollet Mall
Suite 2710
Minneapolis, MN 55402

Attachment 3

MOODY'S
INVESTORS SERVICE

Rating Action: Moody's assigns A1 to University of Idaho, ID's Series 2022A bonds and affirms A1 revenue bond ratings; outlook stable

18 Jan 2022

New York, January 18, 2022 -- Moody's Investors Service has assigned a A1 to the University of Idaho, ID's proposed approximately $38 million in General Revenue and Revenue Refunding Bonds, Series 2022A. Concurrently, we have affirmed the A1 on the issuer and revenue bond ratings. The university had $145 million in outstanding debt as of June 30, 2021. The outlook was revised to stable from negative.

RATINGS RATIONALE

The revision of the outlook to stable from negative reflects the university's strengthened liquidity and financial reserves, benefitting from a sizeable upfront payment received through a utility concession agreement coupled with strong investment returns. It also incorporates improved operating performance, driven by a steady increase in enrollment in conjunction with ongoing expense management and federal funding. While $190 million in funds from the utility agreement will be spent down over the long term for strategic investment, this supports the university's very good strategic positioning and prospects for steady enrollment; the university will also benefit from investment returns on the balance in the interim.

The A1 issuer and revenue bond bond ratings are supported by the university's prominent role as the state of Idaho's land grant university, with a solid research function and distributed outreach operations throughout the state. The rating also incorporates the university's improved wealth level and financial performance. While revenue remained soft in fiscal 2021, the university benefitted from significant expense reduction efforts, increasing the EBIDA margin to 9% from fiscal 2020's 3%. Fiscal 2022 is projected to be another positive year; enrollment increased, although it remains below pre-pandemic levels, and students returned to on-campus housing, improving auxiliary revenue. State appropriations, which make up around 40% of the school's revenue, have stabilized though remain below fiscal 2019 levels. Leverage is manageable, and the university does not plan to issue debt in the near term.

There is no rating distinction between the issuer and revenue debt rating given the broadness of pledged revenue, which provides ample coverage of outstanding and proposed annual debt service.

RATING OUTLOOK

The stable outlook reflects our expectation that operating performance and liquidity will remain at least steady, with prospects for improvement. It also incorporates expectations that enrollment will remain stable, benefitting from refined attraction and retention efforts and use of utility agreement funds for investment in scholarships.

FACTORS THAT COULD LEAD TO AN UPGRADE OF THE RATINGS

- Sustained strengthening of operating performance including revenue growth

- Continued growth in total wealth and liquidity

- Additional enrollment growth and increased net tuition revenue

FACTORS THAT COULD LEAD TO A DOWNGRADE OF THE RATINGS

- Inability to maintain at least stable operating performance and annual debt service coverage

- Material decline in liquidity

- Further enrollment declines or inability to grow net tuition revenue

LEGAL SECURITY

The university's outstanding and anticipated general revenue bonds are secured by Pledged Revenues of the University of Idaho, which include tuition and student fees, auxiliary revenue and other specified revenue. The

university has covenanted to establish and maintain Pledged Revenues greater than 1x annual debt service. Fiscal 2021 Pledged Revenues of $140.3 million provide approximately 12x coverage of maximum annual debt service (MADS) including proposed 2022A bonds.

USE OF PROCEEDS

The proceeds of the Series 2022A Bonds will be used (i) to finance various improvements to the University's auxiliary services, specifically, upgrades to lighting in the Kibbie Dome, energy efficient freezers for the Wallace dining facility and certain technology for university events, (ii) refund certain outstanding bonds and pay costs of issuance.

PROFILE

The University of Idaho is the state's land grant and leading research university with its main campus located in Moscow, ID. The university maintains a statewide presence through its agricultural and research facilities as well as several instructional facilities in Coeur d'Alene, Boise and Idaho Falls. In fiscal 2021, the university generated approximately $376 million in operating revenue and enrolled 9,094 full-time equivalent (FTE) students as of fall 2021.

METHODOLOGY

The principal methodology used in these ratings was Higher Education Methodology published in August 2021 and available at https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBM_1257002 . Alternatively, please see the Rating Methodologies page on www.moodys.com for a copy of this methodology.

REGULATORY DISCLOSURES

For further specification of Moody's key rating assumptions and sensitivity analysis, see the sections Methodology Assumptions and Sensitivity to Assumptions in the disclosure form. Moody's Rating Symbols and Definitions can be found at: https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC_79004.

For ratings issued on a program, series, category/class of debt or security this announcement provides certain regulatory disclosures in relation to each rating of a subsequently issued bond or note of the same series, category/class of debt, security or pursuant to a program for which the ratings are derived exclusively from existing ratings in accordance with Moody's rating practices. For ratings issued on a support provider, this announcement provides certain regulatory disclosures in relation to the credit rating action on the support provider and in relation to each particular credit rating action for securities that derive their credit ratings from the support provider's credit rating. For provisional ratings, this announcement provides certain regulatory disclosures in relation to the provisional rating assigned, and in relation to a definitive rating that may be assigned subsequent to the final issuance of the debt, in each case where the transaction structure and terms have not changed prior to the assignment of the definitive rating in a manner that would have affected the rating. For further information please see the ratings tab on the issuer/entity page for the respective issuer on www.moodys.com.

The ratings have been disclosed to the rated entity or its designated agent(s) and issued with no amendment resulting from that disclosure.

These ratings are solicited. Please refer to Moody's Policy for Designating and Assigning Unsolicited Credit Ratings available on its website www.moodys.com.

Regulatory disclosures contained in this press release apply to the credit rating and, if applicable, the related rating outlook or rating review.

Moody's general principles for assessing environmental, social and governance (ESG) risks in our credit analysis can be found at http://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC_1288235 .

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MOODY'S
RATINGS

Rating Action: Moody's places University of Idaho's ratings under review for downgrade

14 Feb 2024

NOTE: On February 20, 2024, the press release was corrected as follows: In the Regulatory Disclosure section, a duplicative reference to Moody's general principles for assessing ESG risks was removed. Revised release follows.

New York, February 14, 2024 -- Moody's Investors Service has placed University of Idaho's (ID) A1 issuer and revenue bond ratings under review for downgrade. The action affects approximately $130 million in rated debt outstanding as of June 30, 2023. The outlook has been changed to rating under review from stable.

The placement of University of Idaho's (U of I) ratings under review for downgrade is prompted by the potential proposed purchase of the University of Phoenix by Four Three Education, Inc. in the next two to four months. The Regents of the University of Idaho is the sole member of Four Three Education, Inc. Four Three Education is planning to issue $685 million in bonds to finance the purchase through separately secured debt. The planned debt financing by the University of Idaho's closely affiliated non-profit of a for profit organization with various legal and regulatory liabilities demonstrates the university's shifting financial strategy and risk management tolerance, a key consideration under our ESG framework and a driver of this review. Given the proposed substantial increase in financial leverage, uncertainty regarding Four Three Education's operating performance prospects and exposure to potential future legal action from the United States Department of Education, a multi-notch downgrade is possible.

RATINGS RATIONALE/ FACTORS THAT COULD LEAD TO AN UPGRADE OR DOWNGRADE OF THE RATINGS

The reported nature of the sale and planned governance structure under which the Regents of the University of Idaho will be the sole member of Four Three Education, Inc. means that should the transaction be completed as planned, Moody's will view it as a substantial increase of U of I's total debt and leverage profile. Reports indicate

that the bonds will be secured by the revenues of Four Three Education with the potential for additional security assurance from U of I. Future reviews and resolution of the RUR will focus on the terms and structure of Four Three Education's bond issuance, including any potential additional financial and legal obligations of U of I in the event Four Three Education is not able to meet its obligations.

The review period will also focus on the underlying credit quality of the University of Phoenix on a standalone basis and inform our expectations for future operating performance. We will assess the extent to which Four Three Education's operations will support and diversify U of I's overall scope of operations. The review will include consideration of legal or regulatory claims against the University of Phoenix and if those claims could be a future liability of Four Three Education. In addition, the review will focus on how the university plans to manage any potential reputational impact from this affiliation, as well as faculty relationships.

The review will also consider the planned ownership and governance structure of Four Three Education and future support of the State of Idaho (Aaa stable), which has historically provided favorable funding to the U of I.

LEGAL SECURITY

U of I's outstanding general revenue bonds are secured by Pledged Revenues of the University of Idaho, which include tuition and student fees, auxiliary revenue and other specified revenue. The university has covenanted to establish and maintain Pledged Revenues greater than 1x annual debt service. Fiscal 2023 Pledged Revenues of $162 million provide approximately 14.2x coverage of maximum annual debt service (MADS).

PROFILE

The University of Idaho is the state's land grant and leading research university with its main campus located in Moscow, ID. The university maintains a statewide presence through its agricultural and research facilities as well as several instructional facilities in Coeur d'Alene, Boise and Idaho Falls. In fiscal 2023, the university generated approximately $435 million in operating revenue and enrolled 9,489 full-time equivalent (FTE) students in fall 2023.

METHODOLOGY

The principal methodology used in these ratings was Higher Education Methodology published in August 2021 and available at https://ratings.moodys.com/rmc-documents/72158. Alternatively, please see the Rating Methodologies page on https://ratings.moodys.com for a copy of this methodology.

REGULATORY DISCLOSURES

For further specification of Moody's key rating assumptions and sensitivity analysis,

see the sections Methodology Assumptions and Sensitivity to Assumptions in the disclosure form. Moody's Rating Symbols and Definitions can be found on https://ratings.moodys.com/rating-definitions .

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The ratings have been disclosed to the rated entity or its designated agent(s) and issued with no amendment resulting from that disclosure.

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At least one ESG consideration was material to the credit rating action(s) announced and described above. Moody's general principles for assessing environmental, social and governance (ESG) risks in our credit analysis can be found at https://ratings.moodys.com/documents/PBC_1355824

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University of Idaho
Debt Service Projection

Dated Date	12/20/2024
Delivery Date	12/20/2024

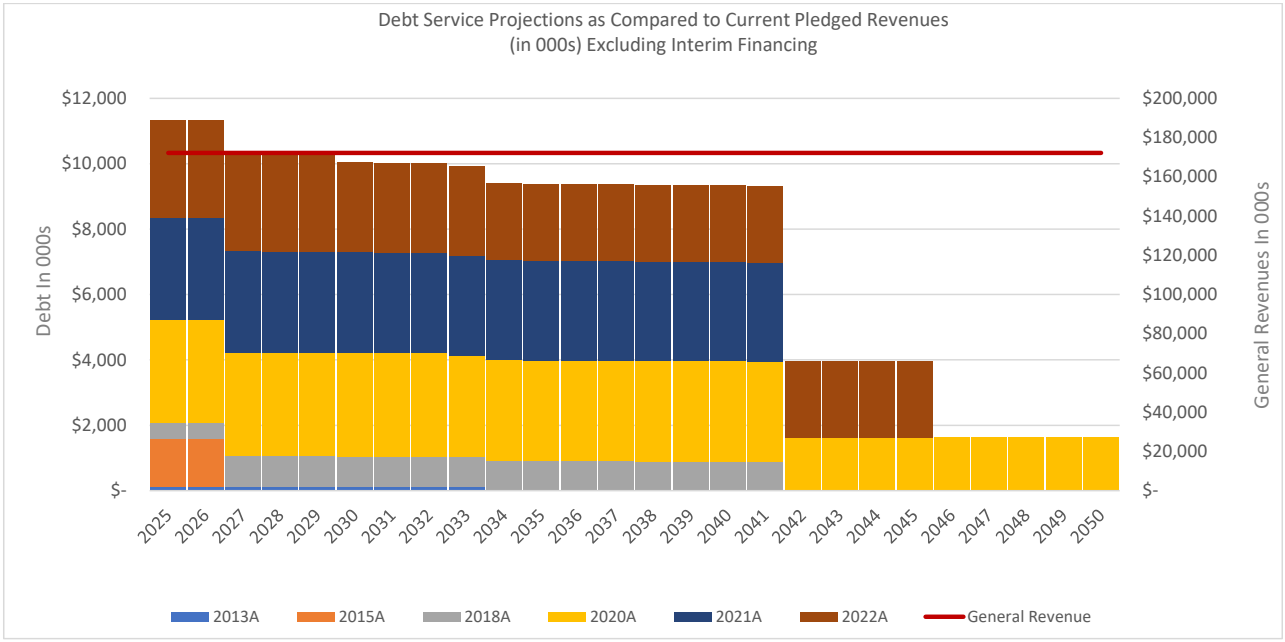
Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
07/01/2025	42,210,000	6.500%	1,455,658.75	43,665,658.75	43,665,658.75
	42,210,000		1,455,658.75	43,665,658.75	43,665,658.75

University of Idaho
Ten Year Projection

As of June 30 FY End Date	2013A Principal	2013A Interest	2015 Principal	2015 Interest	2018A* Principal	2018A* Interest	2020A Principal	2020A Interest	2021A Principal	2021A Interest	2022A Principal	2022A Interest	Total Debt Serivce
2025	$ 90,000	$ 30,600	$ 1,320,000	$ 135,250	$ 35,000	$ 466,443	$ 1,180,000	$ 1,981,900	$ 1,375,000	$ 1,736,250	$ 1,375,000	$ 1,606,050	$ 11,331,493
2026	100,000	27,900	1,385,000	69,250	35,000	465,708	1,235,000	1,922,900	1,440,000	1,667,500	1,440,000	1,537,300	11,325,558
2027	100,000	24,900	-	-	475,000	464,938	1,300,000	1,861,150	1,505,000	1,595,500	1,520,000	1,465,300	10,311,788
2028	100,000	21,900	-	-	485,000	454,250	1,365,000	1,796,150	1,575,000	1,520,250	1,595,000	1,389,300	10,301,850
2029	105,000	18,900	-	-	510,000	430,000	1,435,000	1,727,900	1,650,000	1,441,500	1,675,000	1,309,550	10,302,850
2030	110,000	15,356	-	-	525,000	404,500	1,505,000	1,656,150	1,730,000	1,359,000	1,505,000	1,225,800	10,035,806
2031	110,000	11,644	-	-	550,000	378,250	1,580,000	1,580,900	1,815,000	1,272,500	1,575,000	1,150,550	10,023,844
2032	115,000	7,931	-	-	580,000	350,750	1,660,000	1,501,900	1,900,000	1,181,750	1,655,000	1,071,800	10,024,131
2033	120,000	4,050	-	-	600,000	321,750	1,655,000	1,418,900	1,990,000	1,086,750	1,740,000	989,050	9,925,500
2034	-	-	-	-	630,000	291,750	1,735,000	1,336,150	2,085,000	987,250	1,425,000	902,050	9,392,200
2035	-	-	-	-	655,000	260,250	1,820,000	1,249,400	2,185,000	883,000	1,500,000	830,800	9,383,450
2036	-	-	-	-	680,000	227,500	1,915,000	1,158,400	2,285,000	773,750	1,575,000	755,800	9,370,450
2037	-	-	-	-	710,000	193,500	2,010,000	1,062,650	2,400,000	659,500	1,635,000	692,800	9,363,450
2038	-	-	-	-	740,000	158,000	2,105,000	962,150	2,510,000	539,500	1,705,000	627,400	9,347,050
2039	-	-	-	-	770,000	121,000	2,210,000	856,900	2,635,000	414,000	1,770,000	559,200	9,336,100
2040	-	-	-	-	815,000	82,500	2,305,000	768,500	2,755,000	282,250	1,845,000	488,400	9,341,650
2041	-	-	-	-	835,000	41,750	2,395,000	676,300	2,890,000	144,500	1,915,000	414,600	9,312,150
2042	-	-	-	-	-	-	1,055,000	580,500	-	-	1,990,000	338,000	3,963,500
2043	-	-	-	-	-	-	1,105,000	527,750	-	-	2,070,000	258,400	3,961,150
2044	-	-	-	-	-	-	1,160,000	472,500	-	-	2,150,000	175,600	3,958,100
2045	-	-	-	-	-	-	1,220,000	414,500	-	-	2,240,000	89,600	3,964,100
2046	-	-	-	-	-	-	1,280,000	353,500	-	-	-	-	1,633,500
2047	-	-	-	-	-	-	1,345,000	289,500	-	-	-	-	1,634,500
2048	-	-	-	-	-	-	1,410,000	222,250	-	-	-	-	1,632,250
2049	-	-	-	-	-	-	1,480,000	151,750	-	-	-	-	1,631,750
2050	-	-	-	-	-	-	1,555,000	77,750	-	-	-	-	1,632,750
Total	$ 950,000	$ 163,181	$ 2,705,000	$ 204,500	$ 9,630,000	$ 5,112,838	$ 41,020,000	$ 26,608,300	$ 34,725,000	$ 17,544,750	$ 35,900,000	$ 17,877,350	$ 192,440,919

* A portion of the Series 2018A bonds was defeased with proceeds deposited into an escrow account on January 12, 2021; therefore, this table presents the outstanding amounts of the Series 2018A bonds only. The defeased portion of the Series 2018A bonds are either defeased to the various maturity dates or to the first available call date of April 1, 2028.

University of Idaho
Ten Year Projection – including General Revenues



UNIVERSITY OF IDAHO

SUBJECT

Restructuring of Strategic Initiatives Fund.

REFERENCE

November 2, 2020.	Board of Regents approval of P3 Lease and Concession Agreement.
December 17, 2020.	Board of Regents approval of creation of the University of Idaho Strategic Initiatives Fund, Inc. (referred to as the SIF)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.
Idaho Code Sections 30-501 and 30-502

BACKGROUND/DISCUSSION

A. SIF current status.

At its December 17, 2020, meeting the Board of Regents adopted a resolution authorizing creation of the University of Idaho Strategic Initiatives Fund, Inc. (the "SIF") and related actions. (BAHR agenda Tab 6, Page 3). The SIF was created to invest and manage approximately $190,000,000 of the $225,000,000 upfront payment that UI received upon closing of the P3 Lease and Concession Agreement that the Board approved November 2, 2020. The SIF is a tax-exempt public charity under Sec. 501(c)(3) IRC (specifically a Type I "supporting organization" under Sec. 509(a)(3) IRC), supporting the University of Idaho. The assets and liabilities of the SIF are currently reported within the UI financial statements as a blended component unit.

As currently constituted, the governance of the SIF is as follows:

1. The President of UI is the sole Member of the SIF;
2. The SIF Board of Directors are:
   a. The President of the Board of Regents, or designee;
   b. The UI Vice President for Finance and Administration; and
   c. A Director from outside UI appointed by the UI President (as the Sole Member).
3. The UI Vice President for Finance and Administration also serves as the Secretary of the Corporation.

B. House Bill 708.

In 2024, the Idaho legislature passed HB 708 (now codified at Idaho Code Sections 30-501 (2) and 30-502) regarding creation of corporations by state entities. As of April 3, 2024, HB 708 prohibits state entities from filing article of incorporation for

any entity that is not an independent public body politic and corporate created in statute. HB 708 also prohibits the state from being a stockholder or acting as a controlling member of a corporation. It also prohibits state officials from comprising a voting majority of a corporation's board of directors. Corporate entities continuing to operate in violation of HB 708 face possible action from the state including loss of status as an Idaho corporation.

HB 708 allows corporations to "reform" by self-reporting and either (a) "disassociating" from the state by taking certain actions that essentially remove the state and state officials from governance and control; or (b) providing a financial report to the state treasurer showing the corporation's assets and liabilities for the most recent fiscal year. Although it is not clear that HB 708 applies to corporate entities created by the Board of Regents, out of caution UI proposes "disassociation" of the SIF from the state, as described in HB 708.

C. Disassociation under HB 708.

Although "disassociate" is not defined in HB 708, UI interprets "disassociation" to mean i) removal of the state as the controlling member of the corporation, and ii) removal of state officials from the board of directors such that state officials do not comprise a voting majority of the corporation's board of directors. In that regard, UI proposes amendments to the corporate articles and bylaws to:

- remove the UI President as the sole member of the SIF, and
- restructure the mechanism for appointment of the three SIF directors to ensure that state officials do not comprise a majority of directors.

The foregoing two proposed amendments to the SIF governance give rise to the need for further amendments necessary to maintain the SIF's beneficial status as a Type I "supporting organization" under Sec. 509(a)(3) IRC). IRS requirements include that at least one supported organization of a Type I supporting organization have elements of governance control. In this regard, UI administration is engaged in discussions with the UI Foundation to add the Foundation as an additional supported organization of the SIF and to grant authority to the UI Foundation Board to appoint an SIF director, all as more specifically detailed below.

A more specific description of the range of governance revisions to accomplish disassociation (and add the UI Foundation as a supported entity) is as follows:

a. Add the University of Idaho Foundation, Inc (the "UI Foundation"). as an additional supported organization along with the UI;
b. Eliminate the UI as the Sole Member, such that the SIF will have no members or, in the alternative, the UI Foundation Board be named the Sole Member;
c. Remove UI Vice President of Finance and Administration as a Director;

d. Revise Board of Directors to be:
    i. The President of the Board of Regents, or a Regent designated by the Regents' President,
    ii. One Director (not a government official of the state of Idaho) appointed by the UI Foundation Board. This Director cannot be affiliated with the UI but can be a member of the UI Foundation Board, and
    iii. One Director, (not a government official of the state of Idaho) elected by the SIF Board of Directors; This Director cannot be affiliated with either the UI or the UI Foundation,
e. Provide the SIF Board of Directors with authority to also make grants to the UI Foundation but any such grants shall be a lower priority to the grants requested by the UI President for strategic initiatives and utility support as currently called for in the SIF articles and bylaws;
f. Remove requirement that the SIF be a blended component unit in the UI financial statements;
g. Require approval of the Board of Regents and of the Foundation Board for any future revisions to the Articles or Bylaws.
h. Other changes as deemed necessary to maintain the SIF's 501(c)(3) status as a Type I supporting organization.

In the event the Foundation does not become a supported entity as described above, the governance revisions will

i. Eliminate the UI as the Sole Member, such that the SIF will have no members
j. Remove UI Vice President of Finance and Administration as a Director;
k. Revise Board of Directors to be:
    i. The President of the Board of Regents, or a Regent designated by the Regents' President,
    ii. Two Directors (not government officials of the state of Idaho) elected by the SIF Board of Directors;
l. Remove requirement that the SIF be a blended component unit in the UI financial statements;
m. Require approval of the Board of Regents for any future revisions to the Articles or Bylaws.

Provisions related to distributions/grants from the SIF to UI as currently described in the SIF articles and bylaws will remain unchanged and will be a first priority over any other distributions, including distributions to the UI Foundation.

The SIF articles and bylaws require that any amendments be adopted by the SIF Directors and approved by the Sole Member (the UI President). The Board of Regents resolution of December 17, 2020, which approved formation of the SIF

require the UI President to present proposed changes to the Board of Regents for review and comment prior to such change.

IMPACT

The foregoing actions will bring the SIF to compliance with HB 708 by "disassociating" from the state. Accordingly, the SIF will not be subject to being "reformed" by the legislature as an independent body politic and corporate, or required to provide a financial report to the state treasurer.

There is no direct financial impact to UI from the proposed changes in SIF governance. However, an indirect impact will occur with regard to the UI's financial statements. The proposed changes will result in the SIF being reported as a blended component unit in the Foundation financial statements or as a separately listed component unit similar to how the Foundation is reported.

UI administrators have discussed this revision in the financial statements with our financial advisors and have concluded that the revisions will not have a material impact on the university's bond rating or ability to market bonds as needed.

ATTACHMENTS

Attachment 1 – Current SIF Articles of Incorporation
Attachment 2 – Current SIF Bylaws

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the proposed governance amendments, their alignment with HB 708, and the proposed restructuring of the University of Idaho Strategic Initiatives Fund, Inc. The proposed governance changes are in compliance with state law, and are strategically beneficial to both the SIF and the University of Idaho.

BOARD ACTION

As noted in the materials above, The Board of Regents resolution of December 17, 2020, which approved formation of the SIF requires the UI President to present proposed changes to the Board of Regents for review and comment prior to such change. There is no requirement for Board action, and any action by the Board is at the Board's discretion.

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ARTICLES OF INCORPORATION OF
UNIVERSITY OF IDAHO STRATEGIC INITIATIVES FUND, INC.

The undersigned, acting as the incorporator of a nonprofit corporation ("**Corporation**") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 30, Title 30, Idaho Code ("**Act**"), adopts the following Articles of Incorporation ("**Articles**").

ARTICLE I
NAME OF THE CORPORATION

The name of the Corporation is University of Idaho Strategic Initiatives Fund, Inc.

ARTICLE II
STATUS

The Corporation is a nonprofit corporation.

ARTICLE III
PERIOD OF DURATION

The duration of the Corporation is perpetual.

ARTICLE IV
REGISTERED OFFICE AND AGENT

The location of the Corporation is in the City of Moscow, State of Idaho. The address of the Corporation's initial registered office is 875 Perimeter Drive, Moscow, Idaho 83844, and the name of the initial registered agent at this address is Kent E. Nelson.

ARTICLE V
PURPOSES

The Corporation is organized exclusively for charitable, religious, education and scientific purposes under section 501(c)(3) of the Internal Revenue Code, as amended from time to time. Further, the Corporation is organized and will be operated so as to benefit the University of Idaho ("**University**") through the investment, management, and administration, in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33- 5010, of funds transferred to the Corporation from the University. The Corporation may do so in the following manner:

A. Providing support for the charitable, educational, or scientific purposes of the University within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended from time to time.

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B. Investment, management, and administration, in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, of funds transferred from the University (the "**Funds**")

C. Disbursement of earnings and corpus of the Funds, in the discretion of the Board of Directors of the Corporation, for the exclusive benefit of the University including, without limitation, distributions supporting the University's utility system and the University's strategic direction in research and educational activities; all pursuant to written requests for distribution from the President of the University or the President's designee.

D. To the extent not inconsistent with the foregoing, the transaction of any lawful activity and the exercise of all powers granted by law necessary and proper to carry out the foregoing purposes.

E. In carrying out its purposes, the Corporation shall support the institution at all times in a cooperative, ethical, and collaborative manner, and shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the University to be in violation of applicable polices of The Board of Regents of the University of Idaho; or (3) conflict with the role and mission of the University.

ARTICLE VI
LIMITATIONS

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended from time to time.

The Corporation shall operate as a legal entity separate from the University or The Board of Regents of the University of Idaho. The conduct of the business and affairs of the Corporation shall be independent of the University and neither the Corporation nor its board of directors have any authority to cause the University to be liable for any contracts, torts or other acts or omissions of the Corporation or its directors, officers, agents or employees. All correspondence, solicitations, activities, and advertisements of the Corporation shall be clearly discernible as from the Corporation, and not the University.

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ARTICLE VII
MEMBERS

The Corporation shall have one member. The sole member of the Corporation is the President[1] of the University of Idaho (the "**Member**"). The Member shall have such rights as are provided in the Act.

ARTICLE VIII
BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by its Board of Directors ("**Board of Directors**"). The number of Directors serving on the Board of Directors shall at all times be three (3) (each a "**Director**" and collectively "**Directors**"). Other than the Directors constituting the initial Board of Directors, the Directors shall be as follows:

1. One Director shall be the President of The Board of Regents of the University of Idaho (Regents), or such other member of the Regents as may be designated by the President of the Regents;

2. One Director shall be the Vice President of Finance and Administration of the University of Idaho; and

3. One Director shall be from outside the University (not a Regent nor an employee of the University or any of its affiliated organizations) appointed solely by the Member and in the manner and for the term provided in the Bylaws of the Corporation.

The term of the initial Directors shall be until the first annual meeting of the Corporation or until their successors are duly appointed and qualified.

The names and street addresses of the persons constituting the initial Board of Directors are:

NAME	ADDRESS
Kent E. Nelson	c/o Office of General Counsel University of Idaho Administration Building 127 875 Perimeter Dr. MS 3158 Moscow, ID 83844-3158

[1] This shall mean the individual designated as the President by The Regents of the University of Idaho and shall include individuals holding the office of President of the University of Idaho on an interim basis until such time as a permanent appointment is made by the Regents.

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Brian Foisy	Vice President for Finance and Administration University of Idaho Administration Building 211 875 Perimeter Dr. MS 3168 Moscow, ID 83844-3168
Lee Espy	c/o Office of the Vice President of Finance and Administration University of Idaho Administration Building 211 875 Perimeter Dr. MS 3168 Moscow, ID 83844-3168

ARTICLE IX
OFFICERS

The Corporation shall have Officers ("**Officers**") as provided in the Bylaws. Such Officers shall be elected or appointed by the Directors at such time, and in such manner, and for such terms as may be prescribed in the Bylaws.

ARTICLE X
DISTRIBUTION ON DISSOLUTION

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation exclusively to the University or other such charitable, scientific, literary, research or educational organizations designated by the University, which at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, as amended from time to time.

ARTICLE XI
INCORPORATOR

The name and street address of the incorporator is Kent E. Nelson, Administration Building Rm 127, 875 Perimeter Drive MS 3158, Moscow, ID 83844-3158.

ARTICLE XII
BYLAWS

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws of the Corporation (the "**Bylaws**").

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ARTICLE XIII
LIMITATION OF LIABILITY AND INDEMNIFICATION

The Officers and Directors of the Corporation will not be personally liable for the Corporation's debts and liabilities, and their personal property is exempt from seizure or levy to pay obligations of the Corporation.

The Corporation shall indemnify, hold harmless, and defend present and former Directors, Officers, employees and agents of the Corporation to the fullest extent permitted by, and in accordance with, the Act as the same exists at the time of the adoption of these Articles or may hereafter be amended (but, in the case of any such amendment, only to the extent that such amendment permits the Corporation to provide broader indemnification rights than the Act permitted the Corporation to provide prior to such amendment). Expenses, including attorney fees, incurred by present and former directors, officers, employees and agents of the Corporation in defending a civil or criminal action, suit or proceeding shall be paid by the Corporation in advance of the final disposition of such action, suit or proceeding in accordance with the Act.

ARTICLE XIV
AMENDMENTS

The Articles and Bylaws of the Corporation may be amended according to any procedure authorized by the Act in effect at the time of amendment, subject, however, to Member approval.

DATED this 18th day of December, 2020.

Kent E. Nelson, Incorporator

BYLAWS
OF
UNIVERSITY OF IDAHO STRATEGIC INITIATIVES FUND, INC.

1. OFFICES.

1.1 Principal Office. The principal office of the University of Idaho Strategic Initiatives Fund, Inc., an Idaho nonprofit corporation ("**Corporation**"), shall be located at c/o Vice President of Finance & Administration, 875 Perimeter Drive, Moscow, Idaho 83844. The Corporation may have such other offices as the Board of Directors may designate or as the business of the Corporation may require from time to time.

1.2 Registered Office. The registered office of the Corporation required by the Idaho Nonprofit Corporation Act, Chapter 30, Title 30, Idaho Code ("**Act**"), to be maintained in the State of Idaho shall be located at c/o Vice President of Finance & Administration 875 Perimeter Drive, Moscow, Idaho 83844-3168 and may be changed from time to time by the Board of Directors.

2. MEMBERS.

2.1 Membership. The President of the University of Idaho shall be the Corporation's sole member ("**Member**"). Membership shall not expire.

2.2 Annual Meeting. The annual meeting of the Member shall be held on such date and at such time as the Member shall fix each year for the purpose of transacting such business as may come before the meeting.

2.3 Special Meetings. The Member, President of the Corporation, or the Board of Directors may call special meetings of the Member for any purpose or purposes.

2.4 Place of Meeting. Member meetings shall be held at the principal office of the Corporation; provided, however, that the Member, President of the Corporation, or the Board of Directors may designate any other place as the location for any annual or special meeting.

2.5 Notice of Meetings. The Corporation shall be given notice of any Member meeting in a fair and reasonable manner (including by electronic mail), unless otherwise waived by the Member.

2.6 Waiver of Notice. Whenever any notice is required to be given to any member under the provisions of the Act or under the provisions of the Articles of Incorporation of the Corporation ("**Articles**") or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

2.7 Proxies. The Member may vote either in person or by proxy executed in writing by the Member. No proxy shall be valid after eleven (11) months from the date of its execution. Every proxy shall be revocable at the pleasure of the Member.

2.8 Action by Member Without a Meeting. Any action required or permitted to be taken at a meeting of the Member may be taken without a meeting by written consent, subject to other laws of the State of Idaho governing the official actions of the Member. The action must be evidenced by one or more written consents describing the action taken and signed by the Member. Such consent shall have the same effect as a unanimous vote of members and may be stated as such in any articles or documents filed with the Idaho Secretary of State under the Act.

3. BOARD OF DIRECTORS.

3.1 General Powers and Standard of Care.

3.1.1 All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of the Board of Directors except as may be otherwise provided in the Act or the Articles. If any such provision is made in the Articles, the powers and duties conferred or imposed upon the Board of Directors by the Act shall be exercised or performed to such extent by such person or persons as shall be provided in the Articles.

3.1.2 When exercising its powers to accomplish the purposes of the Corporation set forth in Article V of the Articles, the Board of Directors shall act as a committee to independently review all disbursement requests from the President of the University to ensure that each disbursement to the University will benefit the University and advance the University's strategic plans, including University's mission for education and research. No disbursement to the University shall be made without the independent review and independent authorization from the Board of Directors.

3.1.3 A Director shall perform such Director's duties as a Director, including such Director's duties as a member of any committee of the Board upon which such Director may serve, in good faith, in a manner such Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances.

3.2 Presumption of Assent. A Director of the Corporation who is present at a meeting of its Board of Directors at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the Secretary of the meeting before the adjournment thereof or shall forward such dissent by certified or registered mail to the Secretary of the Corporation within three (3) days after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

3.3 Number and Appointment of Directors. The number of Directors serving on the

Board of Directors shall be three (3). Each Director shall serve a term of one year. The names and addresses of the members of the first Board of Directors have been stated in the Articles. Such persons shall hold office until the first annual meeting of the Board of Directors, and until their successors shall have been duly appointed. At the first annual meeting of the Board of Directors, the Member shall appoint Directors to hold office until the next annual meeting of the Board of Directors as follows:

1. One Director shall be the President of The Board of Regents of the University of Idaho (Regents), or such other member of the Regents as may be designated by the President of the Regents;

2. One Director shall be the Vice President of Finance and Administration of the University of Idaho; and

3. One Director shall be from outside the University (not a Regent nor an employee of the University or any of its affiliated organizations) appointed solely by the Member and in the manner and for the term provided in these Bylaws of the Corporation.

The Board of Directors shall be appointed in a like manner every year thereafter. Each Director shall hold office for the term for which such Director is appointed and until such Director's successor shall have been elected and qualified.

3.4 Vacancies. Any vacancy occurring in the Board of Directors shall be filled by the Member. A Director appointed by the Member to fill a vacancy shall serve for the unexpired term of such Director's predecessor in office.

3.5 Removal of Directors & Resignation. Any director appointed by the Member may be removed with or without cause by the Member at any time. The Member shall give written notice of the removal to the director and either the presiding officer of the Board of Directors or the corporation's President or Secretary. A removal is effective when the notice is effective unless the notice specifies a future effective date.

3.6 Directors' Meetings.

3.6.1 Meetings of the Board of Directors, regular or special, may be held either within or without the State of Idaho. Unless otherwise specified in this section or in the notice for such meeting, all meetings shall be held at the principal office of the Corporation.

3.6.2 Except as otherwise provided in this Section, regular or special meetings of the Board of Directors may be called by or at the request of the Member, President of the Corporation, and any Director, as the case may be, upon written or verbal notice thereof given to all other Directors, as the case may be, at least three (3) days before the meeting. The Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than such resolution.

3.6.3 Members of the Board of Directors may participate in a meeting of the Board of Directors by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and the participation by such means shall constitute presence in person at a meeting.

3.6.4 The attendance at or participation of a Director or committee member in any meeting shall constitute a waiver of notice of such meeting, except where a Director or committee member attends or participates for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

3.6.5 Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice for such meeting.

3.7 Waiver of Notice. Whenever any notice is required to be given to any Director or committee member under the provisions of the Act, the Articles or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

3.8 Quorum and Voting Requirements. A majority of the number of Directors fixed by Section 3.3 of these Bylaws shall constitute a quorum for the transaction of business at meetings of the Board of Directors. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

3.9 Action without a Meeting. Any action required by the Act to be taken at a meeting of the Board of Directors of the Corporation, or any action that may be taken at a meeting of the Directors, may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by all of the Directors, as the case may be. Such consent shall have the same effect as a unanimous vote.

3.10 Ad Hoc Committees. The Board of Directors may from time to time organize standing or ad hoc committees to provide greater insight into specific areas for which the Corporation's Board of Directors is responsible. Said committees are to be chaired by a Director and serve with other Directors and non-directors who have expertise relating to specific committee responsibilities. Committee chair or member assignments may change at any time as approved by the Board of Directors.

3.11 Compensation. No Director or committee member shall receive a salary or compensation for services in that capacity but may be reimbursed for actual expenses incurred in the performance of such services. This provision shall not preclude any Director from serving the Corporation in any other capacity and receiving compensation for services rendered. However, no Director shall be related to any salaried staff or to parties providing services to the Corporation.

3.12 Director Conflicts of Interest.

3.12.1 A Director is considered to have a conflict of interest if: (1) the Director has existing or potential financial or other interest in a matter before the Board which might reasonably appear to impair the Director's independent, unbiased judgment in the discharge of responsibility; or (2) the Director is aware that a family member, or any organization of which the family member is an officer, director, employee, member, partner, trustee or controlling stockholder, has existing or potential financial interest in any matter before the Board.

3.12.2 Any possible conflict of interest on the part of any Director or officer shall be disclosed to the Board of Directors and made a matter of record, either through an annual procedure or when the interest becomes relevant to any matter before the Board.

3.12.3 Any Director having a possible conflict of interest regarding a matter before the Board of Directors shall not vote or use his or her personal influence on the matter. Such Director shall not be counted in determining the meeting quorum regarding actions related to the potential conflict. The minutes of the meeting shall reflect such disclosure, abstention from voting, and the resulting quorum for action on the matter. The foregoing requirements shall not be construed as preventing the Director from briefly stating his or her position in the matter, or from answering pertinent questions from other Directors since his or her knowledge may be of assistance. Provided, however, the Director may not participate in any debate regarding the matter.

3.13 Loans to Directors or Officers. The Corporation shall not lend money to or use its credit to assist its Directors or officers.

4. OFFICERS.

4.1 Number. The officers of the Corporation shall consist of a President, Secretary, and Treasurer, each of whom shall be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two (2) or more offices may be held by the same person, except the offices of president and secretary.

4.2 Election and Term of Office. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon as practicable thereafter. Each officer shall hold office until a successor shall have been duly elected and shall have qualified, until such officer’s death, or until such officer shall resign or shall have been removed in the manner hereinafter provided.

4.3 Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

4.4 Vacancies. A vacancy in any office because of death, resignation, removal,

disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

4.5 President. The President shall be a member of the Board of Directors other than the Vice President for Finance and Administration. and shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation. The President shall, when present, preside at all meetings of the Board of Directors. The President may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board of Directors has authorized to be executed, except in the cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed.

4.6 Secretary. The Secretary shall be the Vice President for Finance and Administration, and shall attend all meetings of the Board of Directors and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all documents executed on behalf of the Corporation, pursuant to due authorization by the Board of Directors. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or the Board of Directors.

4.7 Treasurer. The Treasurer shall be a member of the Board of Directors other than the Vice President for Finance and Administration and shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer shall sign all checks and promissory notes of the Corporation and shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories duly selected. The Treasurer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer shall submit to the Board of Directors and the President, when required, statements of the financial affairs of the Corporation. The Treasurer shall in general perform all of the financial duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or the Board of Directors. In order to fulfill the responsibilities of the office of Treasurer of the Corporation, the Treasurer may present to the President proposals for agreements with the University of Idaho to provide accounting and other necessary support services to the Corporation.

4.8 Salaries. The salaries of the officers (other than the Secretary who shall serve without salary), if any, shall be fixed from time to time by the Board of Directors and approved by the Member. No officer shall be prevented from receiving such salary by reason of the fact that such officer is also a Director of the Corporation. Any compensation paid to an officer shall be reasonable and will be based on the following factors: (1) the amount and type of

compensation received by others in similar positions, (2) the compensation levels paid in our particular geographic community, (3) the amount of time the individual is spending in their position, (4) the expertise and other pertinent background of the individual, (5) the size and complexity of the organization, and (6) the need of the organization for the services of the particular individual.

4.9 Officer Conflict of Interest. Any officer who has an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt and full disclosure of their interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

4.10 Limitation on Officers who are employees of the University of Idaho. No employee of the University who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have individual responsibility or authority for the Corporations' policy making, financial oversight, spending authority, investment decisions, or the supervision of Corporations employees, or executing contracts on behalf of the Fund. The responsibility of any position held by a University employee in a key administrative or policy making capacity shall be limited to the coordination of administrative support to Corporation for corporation operations.

5. FINANCIAL STATEMENTS, ACCOUNTING SERVICES, AUDIT, AND FISCAL YEAR

5.1 Annual Financial Statements; Accounting Services. The financial operations of the Corporation will be included as a "blended unit" in the audited financial reports of the University. The Corporation shall provide such financial information is reasonably requested by the University's external auditors for this purpose. To accomplish this, the Board of Directors may enter into agreements with the University for the provision of accounting services necessary to document the operations of the Corporation, including creation of a balance sheet as of the closing date of the last fiscal year, together with a statement of income and expenditures for the year ending on that date, that is specific to the operations of the Corporation, which shall be presented to the Member at each annual meeting of the Member.

5.2 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the following calendar year, except that the first fiscal year shall begin on the date of incorporation.

5.3 Audit. The financial operations of the Corporation will be included as a "blended unit" in the audited financial reports of the University. The Corporation shall provide such financial information as is reasonably requested by the University's external auditors for this purpose.

6. LIABILITY, INDEMNIFICATION AND INSURANCE

6.1 No Liability. Directors, Officers, employees, and agents of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, costs and expense incurred by or imposed upon them in connection with or resulting from any civil or criminal action, suit, proceeding, claim of investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, Officer, employee, or agent of the Corporation.

6.2 Limitation. The indemnification set forth in Section 6.1 is subject to the condition that a majority of the Board, provided a quorum is present, who are not parties to such action, suit proceeding, claim of investigation or, if there be no such quorum, independent counsel selected by a quorum of the entire Board of Directors, shall be of the opinion that the involved person or persons exercised and used the same degree of care and skill as a prudent person would have exercised or used under the circumstances, or that such person took or omitted to take such action in reliance upon advice of counsel of the Corporation, or upon information furnished by a Director or Officer of the Corporation, and accepted in good faith and prudence by such person.

6.3 Successors. The indemnification set forth above shall inure to the benefit of the heirs, executors, and personal representative of any Director, Officer, employee, or agent and shall not be exclusive of any other rights to which such person may be entitled by law or equity or under any resolution adopted by the Board of Directors.

6.4 Insurance. The Corporation shall maintain insurance adequate to cover the operations and activities of its directors, officers and employees. The Corporation shall also maintain general liability coverage. The Board of Directors is authorized to enter into agreements with the University to provide administrative support for the acquisition and maintenance of such insurance, provided all such policies shall be in the name of the Corporation.

7. MISCELLANEOUS.

7.1 Books and Records. At its registered office or principal place of business, the Corporation shall keep: (i) correct and complete books and records of account; (ii) minutes of the proceedings of its member and Board of Directors; and (iii) a record of the names and addresses of the Member. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

7.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

7.3 Contracts. Except as limited in Section 4.10 of these Bylaws, the Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

7.4 Checks, Drafts, etc.. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation as provided in these Bylaws or in such manner as shall from time to time be determined by the Board of Directors.

7.5 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

7.6 Regulation of Internal Affairs. The internal affairs of the Corporation shall be regulated as set forth in these Bylaws to the extent that these Bylaws are lawful under the Act. With respect to any matter not covered in these Bylaws, the provisions of the Act shall be controlling so long as such provisions of the Act are not inconsistent with the lawful provisions of these Bylaws.

7.7 Operating Expenses. The operating expenses of the Corporation may be defrayed by funds contributed directly to the Corporation or from income and other resources of the Corporation, from whatever source realized.

7.8 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors, subject to Member approval, at any regular or special meeting, or by written consent as permitted by these Bylaws and the Act.

The undersigned, being the Secretary of the Corporation, does hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation by unanimous consent of the Directors of the Corporation on January 12, 2021.

Brian Foisy, Secretary

IDAHO DEPARTMENT OF EDUCATION
DECEMBER 18, 2024

TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S UPDATE**	Discussion Item
2	**PROPOSED DIVISION OF MOUNTAIN VIEW SCHOOL DISTRICT #244**	Action Item

SUBJECT

K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities moving forward.

- Idaho Reading Indicator (IRI) Fall Scores Update
- IRI RFP Update
- Financial Template for LEAs
- EPPs/Administrator Recruitment
- Indian Education Director Introduction
- Special Education Parent Program

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Proposed Division of Mountain View School District #244

REFERENCE

___ 2006	State Board of Education approved the proposed division of Mountain View School District #241 to Mountain View School District #244 and Riggins School District #243 and forwarded it to the electorate.
____ 2006	Based on support from a majority of voters, the division of Mountain View School District #241 to Mountain View School District #244 and Riggins School District #243 was approved.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-305, Idaho Code; Section 33-306, Idaho Code; Section 33-310, Idaho Code, Section 33-311, Idaho Code; Section 33-312, Idaho Code; Section 33-402, Idaho Code; Section 33-404, Idaho Code; Section 33-405, Idaho Code

BACKGROUND/DISCUSSION

In accordance with Section 33-312, Idaho Code, the Board of Trustees of Mountain View School District #244 have submitted a proposal for division of the district into two districts: Clearwater School District #245 and Grangeville School District #246. The Board of Trustees of Mountain View School District #244 conducted four (4) community hearings, as required, during October and November 2024. On November 6, 2024, the Mountain View #244 Board of Trustees met and approved a motion to submit the proposal for district division to the State Board of Education.

The current boundaries of Mountain View #244 School District extend from the Oregon to Mountain borders, covering 8,300 square miles. The district is rural and remote, with a population within district boundaries of 17,593. The district operates five (5) schools in Elk City, Grangeville, and Kooskia, with enrollment ranging from 13 to 509 students. The district division proposal would place the schools in Elk City and Kooskia into Clearwater School District, while the Grangeville schools would be placed into Grangeville School District. The proposed division places students the schools where families historically sent their students. The Board of Trustees of Mountain View School District #244 took both students' current school enrollment and division of Idaho's counties population into consideration when proposing the new boundaries and trustee zones of the new school districts. The legal descriptions and maps of the proposed school district boundaries and trustee zone boundaries are included as Appendices A - C.

IMPACT

If the Board approves the proposed proposal under Section 33-312, Idaho Code, the proposal shall be submitted to voters within the school district boundaries. If the proposal is approved by the electors, the Superintendent of Public Instruction shall make an order for the boundaries of the resulting school districts to be formally established, the legal descriptions of the district boundaries shall be finalized, and the process of identifying trustees for the new trustee zones will be implemented.

Upon review of the materials submitted, the Idaho Department of Education verifies that Mountain View's proposal is complete and meets the eligibility requirements for division of a school district under section 33-312, Idaho Code. The Department will present the proposal to the State Board of Education.

ATTACHMENTS

Attachment 1 – Mountain View School District Division Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommend approval of the proposal as presented.

BOARD ACTION

I move to approve the proposal for division of property of Mountain View School District #244 into Clearwater School District #245 and Grangeville School District #246 and to approve the proposal be submitted to the electors for consideration pursuant to Section 33-312, Idaho Code.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

School District Division Plan

Mountain View Joint School District #244

becomes
Clearwater Valley School District #245
and
Grangeville School District #246

November 2024

Approved by: Mountain View School District Board of Trustees – November 6, 2024

Additional Information can be found at: https://www.sd244.org/page/deconsolidation

Board of Trustees

Zone 1 - Board Chair, Tyler Harrington

Zone 2 - Jon Menough

Zone 3 - Bernadette Edwards

Zone 4 - Laci Meyers

Zone 5 - Board Vice-Chair, Larry Dunn

Administration

Alica Holthaus, Superintendent

Carly Behler, Business Manager

Kim Fales, Federal Programs Director, Curriculum and Assessment Director

Char McKinney, Special Education Coordinator

Michael Stevens, Technology Director

Rationale

This school district division plan has been developed for the following reasons:

1. Thomas Jefferson said, “Government closest to the people governs best.” Mountain View School District is very large, spanning from the Montana border to the Oregon border making Trustee Zones very large. Two smaller districts may be able to better and more directly serve their communities.
2. Idaho has many small districts across the state that are the pride of their communities, because people take pride in what is theirs. Creating smaller districts may allow more patrons to take ownership in their local schools.
3. Various groups of patrons of Mountain View School District have been discussing a deconsolidation of the district since 2006 when Riggins separated from the then Mountain View School District #241 creating Riggins School District #243 and Mountain View School District #244.
4. Levy election results for the past ten (10) years indicate that there are differences in what our communities feel is important for the District, and therefore what they are willing to support through the levy process.
5. It is difficult for our diverse communities to be dependent on each other to secure funding when we have different visions for our schools. In this large geographic area, it is nearly impossible for five (5) School Trustees to meld any cohesive vision or build trusting relationships with the communities.
6. Smaller districts provide an additional level of local control.

In response to feedback from the patrons, the Trustees of Mountain View School District #244 propose the following ballot question in regard to school division to be decided at the May 2025 election.

QUESTIONS: Shall the Board of Trustees of School District #244, Idaho County, State of Idaho, authorize the deconsolidation of Mountain View School District #244, forming Clearwater Valley School District #245 and Grangeville School District #246? For the purposes stated above, all as provided in the Resolution adopted by the Board of Trustees on October 23, 2024.

IN FAVOR OF _____

AGAINST _____

1.0 Introduction

- 1.1 Community Information
- 1.2 Economic Information
- 1.3 School District Information
- 1.4 School District Division Requirements of Idaho Code

2.0 Proposal for Division - Boundaries and Zones

- 2.1 Proposed Geographic Divisions
- 2.2 Proposed Trustee Zones
- 2.3 Methodology for Determination of Proposed Trustee Zones

3.0 Proposal for Division - Finance

- 3.1 Financial Division - Overview
- 3.2 Estimated Market Values
- 3.3 Estimated Enrollments
- 3.4 Estimated State Foundation Support and Salary Allocation
- 3.5 Division of Assets (Real and Personal Property)
- 3.6 Division of Liabilities
- 3.7 Division - Other Considerations
- 3.8 Critical Timeline and Effective Dates

Appendices

- Appendix A: Legal Description of District #244
- Appendix B: Legal Descriptions for Proposed Districts #245 and #246
- Appendix C: Maps of Proposed Districts
- Appendix D: Links to Public Hearing Recordings
- Appendix E: Relevant Idaho Code Sections
- Appendix F: Draft Election Motions, Resolution, Notice, and Ballot
- Appendix G: Additional Data Tables
- Appendix H: Questions and Answers

1. 0 Introduction

1.1 Community Information

Mountain View School District #244 administrative offices are located in Grangeville, Idaho. Grangeville is located in Idaho County which is in North Central Idaho and is south of Lewiston and North of McCall. The County covers an area of 8,503 square miles. Idaho County is the largest county in the State of Idaho covering approximately 10% of the state. The county has a population of 17,593 (2022). A legal description of Mountain View School District #244 and the associated Trustee Zones can be found in Appendix A.

Mountain View School District's boundaries span from the state of Oregon to the state of Montana (8,300 sq. mi.) – covering more area than the entire state of New Jersey. However, with only 17,593 people, its population per square mile resembles that of Alaska. The school district borders the national "Frank Church Wilderness" area, and is surrounded by the Clearwater, Salmon, and Snake Rivers. Our local patrons, as well as guests, enjoy numerous outdoor activities including whitewater boating, snowmobiling, big game hunting, camping, hiking, and fishing.

The school district has schools located in the communities of Elk City, Grangeville, and Kooskia, but also serves students in many of the outlying communities within Idaho County. The school district consists of five schools with an overall population of about 1062 students. School populations range from 13 to 509 students, with Elk City School having the fewest students and Grangeville Elementary/Middle School having the most students.

Our goal is to prepare students with the skills necessary to function in a larger world. To this end, we have developed a highly skilled and caring professional and support staff. Each student is treated with the respect and attention needed to succeed. Extensive

athletic, academic, and other extra-curricular activities are available to students. These activities complement our academic program and serve to offer activities for students that increase their sense of self-worth and inspire them to achieve academically so we can meet our mission of “Educational Excellence for All”.

1.2 Economic Information

Grangeville

Grangeville is the county seat for Idaho County. It is home to approximately 3,550 (2022) people with an additional 2,325 in the outskirts of town bringing the zip code area to a population of 5,875+. The outskirts of Grangeville have experienced an impressive growth of over 19% since 2000.

The town sits on the cross roads of US Highway 95 and Idaho State Highway 13. Just outside of Grangeville is the Idaho County Airport which provides air access into Grangeville and to the area's extensive recreation opportunities. Grangeville is home to Syringa Hospital and Clinics offering a wide variety of health services often only found in larger communities. Mountain View School District is headquartered in Grangeville serving the community with an Elementary/Middle School and High School that pride themselves on providing Educational Excellence for All.

Grangeville’s major employers include Idaho County, Syringa Hospital and Clinics, Idaho Forest Group, Advanced Welding and Steel, United States Forest Service, Mountain View School District, and Les Schwab Tires.

According to the Census Bureau’s On the Map: In 2011, there were about 1,280 people who were employed in the Grangeville zip code (and of course most of those would be in the city limits or very close to the city limits) who lived outside the zip code area, so were commuting from Cottonwood, Kamiah, Elk City, etc.

There is always a time lag with the On the Map data, but given that Grangeville's employment has increased since then, if commuters increased proportionately, there probably are about 1,350 people commuting now.

~ Kathryn Tacke, Regional Economist, Idaho Department of Labor (http://www.ida-lew.org/communities/idaho-county/grangeville/)

Kooskia

Located near US Highway 12 along the Clearwater River, Kooskia is a gateway to the Clearwater and Nezperce National Forests and the Selway Bitterroot Wilderness area. A little over 574 (2022) people call Kooskia home with an additional 1,500+ people living outside of Kooskia bringing the zip code area population to approximately 2,074.

The community is served by Mountain View School District including an elementary school and a junior/senior high school. Syringa Hospital has a clinic in Kooskia providing access to family medicine and physical therapy five days a week.

Kooskia's major employers include the United States Forest Service, 5 Star Forestry, Mountain View School District, Idaho Stage, and the Kidder-Harris Highway District.

According to the Census Bureau's On the Map in 2011, Kooskia had 170 people working in the zip code area with 166 of those commuting to Kooskia for work and 14 people both living and working in Kooskia. 486 people who live in the Kooskia area commute to another community for work.
(http://www.ida-lew.org/communities/idaho-county/kooskia/)

1.3 School District Information

Mountain View Joint School District #244 has one senior high school, one junior-senior high school, two kindergarten through 8th grade schools, and one kindergarten through sixth grade school. The total enrollment of the District is below:

MVSD	Total	GHS	CVJHS	GEMS	CVE	ECE
12	89	61	28			
11	77	49	28			
10	95	64	31			
9	113	79	34			
8	89		20	68		1
7	78		29	49		0
6	77			57	19	1
5	74			58	14	2
4	74			53	20	1
3	73			56	15	2
2	76			57	17	2
1	74			57	15	2
K	73			54	17	2
	1062	253	170	509	117	13

The District is governed by an elected Board of Trustees who hires a Superintendent. The Superintendent, along with four other administrators, is responsible for assisting the approximately 88 certified staff and 98 classified staff who work in the various schools and support services departments.

1.4 School District Division Requirements of Idaho Code

Idaho Code 33-312 specifically empowers local school districts to divide into two districts. The procedure outlined in code refers often to the consolidation procedures in Idaho Code 33-310 and 33-311. Appendix E contains all of the relevant Idaho Code sections that apply to a district division.

33-305 Naming and numbering school districts

According to the Idaho State Department of Education, the numbers 245 through 249 are available for districts in Idaho County.

33-306 Boundaries of school districts

All of the area of the current Mountain View School District #244 will be included in the proposed Districts. Legal descriptions for the Proposed Clearwater Valley School District #245 and Proposed Grangeville School District #246 are included in Appendix B

33-310 Consolidation of School Districts

33-310(1)

A map of Proposed Clearwater Valley School District #245 as well as Grangeville School District #246 is included in Appendix C.

33-310(2)

The legal descriptions of Proposed Clearwater Valley School District #245 as well as Grangeville School District #246 are included in Appendix B.

33-310(3)

The taxable value of Proposed Clearwater Valley School District #245 as well as Grangeville School District #246 is included in section 3-2 of this document.

33-310(4)

There are no general obligation bonds for Mountain View School District #244 and therefore none for the proposed districts.

33-310(5)

There is no plant facilities reserve fund for Mountain View School District #244 and therefore none for the proposed districts.

33-310(6)

There are no outstanding or unpaid bonds for Mountain View School District #244 and therefore none for the proposed districts.

33-310(7)

The home county for both proposed Clearwater Valley School District #245 and proposed Grangeville School District #246 will be Idaho County, County Seat Grangeville, Idaho.

33-310(8)

The proposed district names and numbers shall be: Clearwater Valley School District #245 and Grangeville School District #246.

33-310(9)

The real property will be divided using much of current Mountain View School District Trustee Zones 2 and 4 making the proposed Clearwater Valley School District #245. This will include the communities of Kooskia, Stites, Harpster, Clearwater and Elk City.

Much of the current Mountain View School District #244 Trustee Zones 1, 3 and 5 will make up the proposed Grangeville School District #246.

A variety of factors were considered in making the proposed district boundaries. Primary consideration was given to where families historically sent their students to school. Those who have always sent their students to Clearwater Valley remain in that proposed district and those who have always sent their students to Grangeville remain in that proposed district. Note: The odd strip of land on the northwest corner of the new district is intentional. Historically, the families who owned that land have all gone to Clearwater Valley, and it made sense to have them part of the proposed Clearwater School District 245.

Current bus routes and school boundaries were used to develop the proposed district lines. The current bus routes and school boundaries were developed following geographic landmarks. Every effort was made to avoid bus routes assigned to the Mount Idaho and Harpster grades as they can be difficult to navigate in winter months.

Size, economy, and culture of the various communities impacted by this decision were considered. Kooskia (CV) and Elk City are smaller communities, have economies tied to forestry, and have voted similarly in elections. Grangeville is a larger community and has an economy more tied to agriculture.

Consultation with county officials focused on making the future election and taxing districts as straightforward as possible. Trustee zones were created using existing voter precincts.

By including Elk City in the new district with Clearwater Valley, the values of taxable properties in the new districts are more similar. In doing so, Elk City and CV will have more property value per student which could help with future levies if necessary.

Public Hearings in regard to the deconsolidation were properly noticed and held in the following locations: Grangeville, Idaho - Grangeville High School Library - October 17, 2024 - 8:00 p.m., Elk City, Idaho - Elk City Elementary - October 22, 2024 - 6:00 p.m.,

Kooskia, Idaho - Clearwater Valley Junior Senior High School Library - October 23, 2024 - 6:00 p.m., and Grangeville, Idaho - Grangeville High School Library - November 6, 2024 - 6:00 p.m. Links to recordings of the meetings can be found in Appendix D.

33-311 Plan of Consolidation Submitted to Electors

Upon approval of the Idaho Board of Education, notice to the Idaho County Commissioners will be submitted and shall include the name and number of the proposed districts, the legal description of the boundaries of the proposed districts and a brief statement of the approved proposal, and shall be accompanied by a map of the proposed consolidated district.

33-312 Division of School Districts

This plan detailing the plan to deconsolidate Mountain View School District #244 forming proposed Clearwater Valley School District #245 and proposed Grangeville School District #246 including its properties and liabilities will be submitted to the Idaho Board of Education. The plan includes the names and numbers of the proposed districts, legal descriptions of the proposed districts, legal descriptions of the five trustee zones of both of the proposed districts, and dates and recordings of the three public hearings in regard to the plan.

33-313 Trustee Zones

The plan includes five trustee zones each for both the Proposed Clearwater Valley School District #245 and Proposed Grangeville School District #246. Trustee zones were created following current voting precincts in the proposed districts.

33-402 Notice Requirements

Public Hearings in regard to the deconsolidation were properly noticed and held in the following locations: Grangeville, Idaho - Grangeville High School Library - October 17, 2024 - 8:00 p.m., Elk City, Idaho - Elk City Elementary - October 22, 2024 - 6:00 p.m., Kooskia, Idaho - Clearwater Valley Junior Senior High School Library - October 23, 2024 - 6;00 p.m., and Grangeville, Idaho - Grangeville High School Library - November 6, 2024 - 6:00 p.m. Links to recordings of the meetings can be found in Appendix D.

33-404 Places Elections to Be Held

The deconsolidation election will be held under the direction of the Idaho County Commissioners, Idaho County, Idaho.

33-505 Board of Trustees, Districts Newly Created

The Idaho State Board of Education, at its first meeting following receipt of notice of the creation of new school districts by the division of a district, shall appoint a board of trustees for each new district, to serve until January 1 following the next election for school district trustees.

2.0 Proposal for Division - Boundaries and Zones

2.1 Proposed Geographic Divisions

It is proposed that there be formed from the present Mountain View Joint School District #244, Idaho County, State of Idaho, two districts. The legal description for the proposed Clearwater Valley School District #245 (School District #245, Idaho County, State of Idaho) is included in Appendix B. This new district would be comprised of much of current Mountain View School District Trustee Zones 2 and 4 making the Proposed Clearwater Valley School District #245. This will include the communities of Kooskia, Stites, Harpster, Clearwater, and Elk City. Based on the 2020 census, the population of the proposed Clearwater Valley School District #245 is 4,609.

Much of the current Mountain View School District #244 Trustee Zones 1, 3 and 5 will make up the Proposed Grangeville School District #246. The legal description for the proposed Grangeville School District #246 (School District #246, Idaho County, State of Idaho) is included in Appendix B. This new district would include the communities of Grangeville, Fenn, Mount Idaho, and Whitebird. Based on the 2020 census, the population of the proposed Grangeville School District #246 is 6,649.

A variety of factors were considered in making the proposed district boundaries. Primary consideration was given to where families historically sent their students to school. Those who have always sent their students to Clearwater Valley remain in that proposed district and those who have always sent their students to Grangeville remain in that proposed district. Note: The odd strip of land on the northwest corner of the new district is intentional. Historically, the families who owned that land have all gone to Clearwater Valley, and it made sense to have them part of the proposed Clearwater School District 245.

Current bus routes and school boundaries were used to develop the proposed district lines. The current bus routes and school boundaries were developed following

geographic landmarks. Every effort was made to avoid bus routes assigned to the Mount Idaho and Harpster grades as they can be difficult to navigate in winter months.

Size, economy, and culture of the various communities impacted by this decision was considered. Kooskia (CV) and Elk City are smaller communities, have economies tied to forestry, and have voted similarly in elections. Grangeville is a larger community and has an economy more tied to agriculture.

Consultation with county officials focused on making the future election and taxing districts as straightforward as possible. Trustee zones were created using existing voter precincts.

By including Elk City in the new district with Clearwater Valley, the values of taxable properties in the new districts are more similar. In doing so, Elk City and CV will have more property value per student which could help with future levies if necessary.

The legal description of the proposed Clearwater Valley School District #245 and proposed Grangeville School District #246 is included in Appendix B. A map of the two proposed new districts is included in Appendix C.

Further, it is proposed that in accordance with Idaho Code 33-1402 Transfer of Pupils, the students of Elk City would have the right to enroll in proposed Grangeville School District #246 under Open Enrollment. However, this plan would provide students from the Elk City Region Open Enrollment opportunities regardless of class or program enrollment limits in perpetuity. Additionally, those students that are currently enrolled in a Mountain View School District School other than their boundary school (Clearwater Valley Students currently attending school in Grangeville and/or Grangeville Students currently attending school at Clearwater Valley) will be able to complete their K/12 education in the school district of their choice.

2.2 Proposed Trustee Zones

Proposed Clearwater Valley School District #245

It is proposed that Clearwater Valley School District #245 (School District #245, Idaho County, State of Idaho) have five (5) trustee zones using current precinct boundaries in both proposed districts. (See Appendix B for legal descriptions of the five proposed zones with Appendix C for a map showing the five proposed zones.)

Proposed Grangeville School District #246

It is further proposed that the new Grangeville School District #246 (School District #246, Idaho County, State of Idaho) have five (5) trustee zones using current precinct boundaries in both proposed districts. (See Appendix B for legal descriptions of the five proposed zones and Appendix C for a map showing the five proposed zones.)

2.3 Methodology for Determination of Proposed Trustee Zones

Consultation with county officials focused on making the future election and taxing districts as straightforward as possible. Trustee zones were created using existing voter precincts.

3.0 Proposal for Division - Finance

3.1 Financial Division - Overview

The division of an Idaho school district requires that there be new taxable market value calculations, a division of assets and a division of liabilities (including bonded indebtedness). In addition, there are a number of other operational factors (transportation, personnel, contractual obligations, food service, technology, etc.) that are affected by a school district division that should be addressed in a division plan. The following sections address those relevant issues.

3.2 Estimated Market Values

Proposed Clearwater Valley School District #245

As of September 5, 2024 the total value of the existing Mountain View School District #244 was $1,625,867,816. In September 2024, Idaho County Assessor Kim Nuxoll, estimated the proposed Clearwater Valley School District #245 would have a taxable market value of approximately $706,077,647. For the proposed Clearwater Valley School District #245, the average daily attendance (ADA) for the 2023-2024 school year was approximately 297.02. The total ADA for the existing Mountain View School District #244 was approximately 1,044.46. Therefore, the proposed Clearwater Valley School District #245 would have approximately 43.43% of the total taxable market value of the existing Mountain View School District #244 and 28.44% (28.5%) of the ADA. The proposed Clearwater Valley School District #245 would have approximately $2,377,206 taxable market value per ADA.

Proposed Grangeville School District #246

As of September 5, 2024 the total value of the existing Mountain View School District #244 was $1,625,867,816. In September 2024, Idaho County Assessor Kim Nuxoll, estimated the proposed Grangeville School District #246 would have a taxable market value of approximately $919,790,169. For the proposed Grangeville School District #246, the average daily attendance (ADA) for the 2023-2024 school year was approximately 747.44. The total ADA for the existing Mountain View School District #244 was approximately 1,044.46. Therefore, the proposed Grangeville School District #246 would have approximately 56.57% of the total taxable market value of the existing Mountain View School District #244 and 71.56% (71.5%) of the ADA. The proposed Grangeville School District #246 would have approximately $1,230,587 taxable market value per ADA.

EXHIBIT 3-1
ESTIMATED TAXABLE MARKET VALUES
AND AVERAGE DAILY ATTENDANCE

	Market Value	% Market Value	Average Daily Attendance (ADA)	% Average Daily Attendance	Market Value per ADA
District 245	706,077,647	43.43%	297.02	28.44%	2,377,206
District 246	919,790,169	56.57%	747.44	71.56%	1,230,587
District 244	1,625,867,816	100.00%	1,044.46	100.00%	1,556,659

Source: Idaho State Department of Education, Idaho County. District No. 245 and District No. 246 taxable market values are September, 2024 Idaho County Assessor estimate.

3.3 Estimated Enrollments

The existing Mountain View School District #244 has a variety of grade configurations in its schools. There are three elementary schools, two K-8 and one K-6, one Jr/Sr high school with a 7-12 configuration and one high school with a 9-12 configuration. Exhibit 3-2 details the grade configuration and enrollment information as of September 2024.

EXHIBIT 3-2
GRADE CONFIGURATION AND SCHOOL ENROLLMENT
AS OF SEPTEMBER 2024

School Name	Grade Configuration	Enrollment
Clearwater Valley Elementary	K-6	117
Grangeville Elementary Middle School	K-8	509
Elk City Elementary	K-8	13
Clearwater Valley Junior-Senior High School	7-12	170
Grangeville High School	9-12	253
Total		1,062

Source: School District No. 244, 2024

3.4 Estimated State Foundation Support and Salary Allocation

In the existing Mountain View School District #244, the number of units derived from dividing an estimate of the best 28 weeks of ADA by the proper divisor from the table of divisors from Idaho Code is 65.02 units. Exhibit 3-3 details the calculation for the existing Mountain View School District #244 using the State of Idaho school finance formulas.

EXHIBIT 3-3
UNIT CALCULATIONS FOR THE EXISTING
MOUNTAIN VIEW SCHOOL DISTRICT #244

	Adjusted ADA	Attendance Divisor	# Support Units
A. Administrative Units			
a. Kindergarten Administrative	53.92	40.0	1.35
b. Elem. Administrative Grades 1-6	295.05	20.0	14.75
c. Secondary Administrative	332.85	14.5	22.96
B. Exceptional Child Units			
a. Exceptional Preschool	2.08	Included in	Included in
b. Exceptional Elementary	32.52	Total	Total
c. Exceptional Secondary	31.95	Exceptional	Exceptional
Total Exceptional Education	66.55	14.5	4.59
C. Separate and Alternative Attendance Units			
a. Clearwater Valley Secondary	153.37	12.0	12.78
b. Clearwater Valley Elementary Kindergarten	16.52	MIN	0.60
c. Clearwater Valley Elementary 1-6	112.44	MIN	6.80
d. Elk City Elementary Kindergarten	1.00	MIN	Add to Elem.
e. Elk City Elementary 1-6	9.76	MIN	1.00
f. Elk City Secondary	2.99	16.0	0.19
Total Units (A+B+C) rounded to the nearest 10th =			65.02

Source: Idaho State Department of Education, 2024

In the proposed Clearwater Valley School District #245, the number of units, using the same procedure, would be 21.43 units. The proposed Clearwater Valley School District #245 continues to meet minimum unit thresholds. Exhibit 3-4 details the calculations for the proposed Clearwater Valley School District #245 using the State of Idaho school finance formulas.

EXHIBIT 3-4
UNIT CALCULATIONS FOR THE PROPOSED
CLEARWATER VALLEY SCHOOL DISTRICT #245

	Adjusted ADA	Attendance Divisor	# Support Units
A. Administrative Units			
a. Kindergarten Administrative	16.52	MIN	0.60
b. Elem. Administrative Grades 1-6	112.44	MIN	6.80
c. Secondary Administrative	153.37	12.0	12.78
B. Exceptional Child Units			
a. Exceptional Preschool	0.94	Included in	Included in
b. Exceptional Elementary	0.00	Total	Total
c. Exceptional Secondary	0.00	Exceptional	Exceptional
Total Exceptional Education	0.94	14.5	0.06
C. Separate and Alternative Attendance Units			
a. Elk City Elementary Kindergarten	1.00	MIN	Add to Elem.
b. Elk City Elementary 1-6	9.76	MIN	1.00
c. Elk City Secondary	2.99	16.0	0.19
Total Units (A+B+C) rounded to the nearest 10th =			21.43

Source: Idaho State Department of Education, 2024

In the proposed Grangeville School District #246, the number of units would be 43.59. Exhibit 3-5 details the calculations for the proposed new Grangeville School District #246 using State of Idaho school finance formulas.

EXHIBIT 3-5
UNIT CALCULATIONS FOR THE PROPOSED GRANGEVILLE SCHOOL DISTRICT #246

	Adjusted ADA	Attendance Divisor	# Support Units
A. Administrative Units			
a. Kindergarten Administrative	53.92	40.0	1.35
b. Elem. Administrative Grades 1-6	295.05	20.0	14.75
c. Secondary Administrative	332.85	14.5	22.96
B. Exceptional Child Units			
a. Exceptional Preschool	1.14	Included in	Included in
b. Exceptional Elementary	32.52	Total	Total
c. Exceptional Secondary	31.96	Exceptional	Exceptional
Total Exceptional Education	65.62	14.5	4.53
C. Separate and Alternative Attendance Units			
Total Units (A+B+C) rounded to the nearest 10th =			43.59

Source: Idaho State Department of Education, 2024

Using the 2023-2024 school year enrollment and attendance factors, the existing Mountain View School District #244 would generate 65.02 units. Using the financing formulas in Chapter 33 of Idaho Code, 65.02 units would have required the employment of 68.38542 full time (FTE) instructional teachers, 5.13658 pupil services staff, 4.8765 FTE administrators, and the expenditure of $946,090 for classified staff. Exhibit 3-6 details the salary apportionment calculations for the existing Mountain View School District #244 using the State of Idaho school finance formulas.

EXHIBIT 3-6
SALARY APPORTIONMENT CALCULATIONS FOR THE EXISTING MOUNTAIN VIEW SCHOOL DISTRICT #244 FROM THE 2023-2024 SCHOOL YEAR

Certified Salary Apportionment		
A.	# Units	65.02
B.	Instructional Staff Factor	1.021
C.	Required Certified Staff (AxB)	66.38542
D.	Additional FTE as per Idaho Code	2.0
E.	Total Required Certified Staff (C+D)	68.38542
F.	Average Salary	55,363
G.	Certified Salary Apportionment	3,786,022
Pupil Services Salary Apportionment		
H.	# Units	65.02
I.	Pupil Services Staff Factor	0.079
J.	Required Certified Staff (HxI)	5.13658
K.	Average Salary	52,924
L.	Certified Salary Apportionment	271,848
Administrator Salary Apportionment		
M.	# Units	65.02
N.	Administrative Staff Factor	0.075
O.	Administrative Staff Index (estimate)	1.62932
P.	State Schedule Base	43,151
Q.	Required Administrative Staff (MxN)	4.8765
R.	Additional FTE as per Idaho Code	0
S.	Total Required Admin. Staff (Q+R)	4.8765
T.	Administrative Salary Apportionment	342,851
Classified Salary Apportionment		
U.	# Units	65.02
V.	Classified Staff Factor	0.375
W.	State Schedule Base	38,802
X.	Classified Salary Apportionment	946,090
	Total	$5,346,811

Source: Idaho State Department of Education, 2024

Using the 2023-2024 school year enrollment and attendance factors, the proposed Clearwater Valley School District #245 would have generated 21.43 units. Using the financing formulas in Chapter 33 of Idaho Code, 21.43 units would have required the employment of 23.38003 full time equivalent (FTE) instructional teachers, 1.69297 pupil services staff, 2.10725 FTE administrators, and the expenditure of $311,823 for classified staff. Exhibit 3-7 details the salary apportionment calculations for the proposed Clearwater Valley School District #245 using State of Idaho school finance formulas.

EXHIBIT 3-7
SALARY APPORTIONMENT CALCULATIONS FOR THE PROPOSED CLEARWATER VALLEY SCHOOL DISTRICT #245 FROM THE 2023-2024 SCHOOL YEAR

Certified Salary Apportionment		
A.	# Units	21.43
B.	Instructional Staff Factor	1.021
C.	Required Certified Staff (AxB)	21.88003
D.	Additional FTE as per Idaho Code	1.5
E.	Total Required Certified Staff (C+D)	23.38003
F.	Average Salary	55,098
G.	Certified Salary Apportionment	1,288,193
Pupil Services Salary Apportionment		
H.	# Units	21.43
I.	Pupil Services Staff Factor	0.079
J.	Required Certified Staff (HxI)	1.69297
K.	Average Salary	50,663
L.	Certified Salary Apportionment	85,771
Administrator Salary Apportionment		
M.	# Units	21.43
N.	Administrative Staff Factor	0.075
O.	Administrative Staff Index (estimate)	1.60725
P.	State Schedule Base	43,151
Q.	Required Administrative Staff (MxN)	1.62932
R.	Additional FTE as per Idaho Code	0.5

S.	Total Required Admin. Staff (Q+R)	2.10725
T.	Administrative Salary Apportionment	148,154
Classified Salary Apportionment		
U.	# Units	21.43
V.	Classified Staff Factor	0.375
W.	State Schedule Base	38,802
X.	Classified Salary Apportionment	311,823
	Total	$1,833,941

Source: Idaho State Department of Education, 2024

Using the 2023-2024 school year enrollment and attendance factors, the proposed Grangeville School District #246 would generate 43.59 units. Using the financing formulas in Chapter 33 of Idaho Code, 43.59 units would require the employment of 44.50539 full time equivalent (FTE) instructional teachers, 3.44361 pupil services staff, 3.26925 FTE administrators, and the expenditure of $634,267 for classified staff. Exhibit 3-8 details the salary apportionment calculations for the proposed new Grangeville School District #246 using the State of Idaho school finance formulas.

EXHIBIT 3-8
SALARY APPORTIONMENT CALCULATIONS FOR THE PROPOSED GRANGEVILLE SCHOOL DISTRICT #246 FROM THE 2023-2024 SCHOOL YEAR

Certified Salary Apportionment		
A.	# Units	43.59
B.	Instructional Staff Factor	1.021
C.	Required Certified Staff (AxB)	44.50539
D.	Additional FTE as per Idaho Code	0.0
E.	Total Required Certified Staff (C+D)	44.50539
F.	Average Salary	55,487
G.	Certified Salary Apportionment	2,469,471
Pupil Services Salary Apportionment		
H.	# Units	43.59
I.	Pupil Services Staff Factor	0.079
J.	Required Certified Staff (HxI)	3.44361
K.	Average Salary	54,618
L.	Certified Salary Apportionment	188,083
Administrator Salary Apportionment		
M.	# Units	43.59
N.	Administrative Staff Factor	0.075
O.	Administrative Staff Index (estimate)	1.62932
P.	State Schedule Base	43,151
Q.	Required Administrative Staff (MxN)	3.26925
R.	Additional FTE as per Idaho Code	0
S.	Total Required Admin. Staff (Q+R)	3.26925
T.	Administrative Salary Apportionment	229,850

Classified Salary Apportionment		
U.	# Units	43.59
V.	Classified Staff Factor	0.375
W.	State Schedule Base	38,802
X.	Classified Salary Apportionment	634,267
	Total	$3,521,671

Source: Idaho State Department of Education, 2024

Under Idaho State school finance laws, the dollar amount distributed to each district under the unit allocation formula is essentially derived by dividing the total allocation by the number of units plus adjustments. Therefore, whenever the total number of units increases, for whatever reason, the amount distributed decreases. As detailed in Exhibit 3-9, funding for the division of existing Mountain View School District #244 costs $8,801 more than if Mountain View School District #244 did not divide. This would require the State of Idaho to lower the funding of other Idaho school districts by a small amount to fund this division.

EXHIBIT 3-9
NET APPORTIONMENT CALCULATIONS
FOR DISTRICT DIVISION

	District #244 A	District #245 B	District #246 C
Instructional Salary Apportionment	3,786,022	1,288,193	2,469,471
Pupil Services Salary Apportionment	271,848	85,771	188,083
Administrative Salary Apportionment	342,851	148,154	229,850
Classified Salary Apportionment	946,090	311,823	634,267
Total Apportionment	5,346,811	1,833,941	3,521,671
Net Cost of Division (Total of B+C-A)	$8,801		

Source: Idaho State Department of Education, 2024

3.5 Division of Assets

Real and Personal Property

It is proposed that all real and personal property presently located within the proposed legal boundaries of the proposed Clearwater Valley School District #245 will be owned by that proposed new district.

It is proposed that all real and personal property presently located within the proposed legal boundaries of the proposed Grangeville School District #246 will be owned by that proposed new district.

It is proposed that the new Grangeville School District #246 pay the proposed new Clearwater Valley School District #245 a portion of the estimated value of the shared technology equipment, and furniture and equipment from the district office building (such amount to be proportional to the ADA for each proposed new district). Prepaid curricular subscriptions will be separated proportional to the ADA for each proposed new district. The amount paid by the proposed Grangeville School District #246 shall be placed in a plant facility fund in the proposed new Clearwater Valley School District #245, should the proposal for division be approved by the voters as per applicable sections of Idaho Code.

Transportation and Service Vehicles

It is proposed that all buses and maintenance equipment presently located within the proposed legal boundaries of the proposed Clearwater Valley School District #245 will be owned by that proposed new district.

It is proposed that all buses and maintenance equipment presently located within the proposed legal boundaries of the proposed Grangeville School District #246 will be owned by that proposed new district.

It is proposed that the proposed new Grangeville School District #246 pay the proposed Clearwater Valley School District #245 a portion of the estimated value of any shared service vehicles, in a manner proportional to the ADA for each proposed new district. (The payment may be in the form of vehicles.) The division shall be based on the approximate age of the vehicles. The age basis for shared service vehicles shall be the fixed asset list of the existing Mountain View School District #244 for the school year 2024-2025.

Technology Infrastructure

It is proposed that all technological equipment presently located within the proposed legal boundaries of the proposed Clearwater Valley School District #245 will be owned by that proposed new district.

It is proposed that all technological equipment presently located within the proposed legal boundaries of the proposed Grangeville School District #246 will be owned by that proposed new district.

It is proposed that the proposed new Grangeville School District #246 pay the proposed new Clearwater Valley School District #245 a portion of the estimated value of any shared technological equipment, in a manner proportional to the ADA for each proposed new district. (The payment may be in the form of equipment.) The division shall be based on the approximate value of the equipment. The value basis for equipment shall be the fixed asset list of the existing Mountain View School District #244 for the school year 2024-2025.

District Office Equipment and Furniture

It is proposed that all district office equipment and furniture presently located within the proposed legal boundaries of the proposed Clearwater Valley School District #245 will be owned by that proposed new district.

It is proposed that all district office equipment and furniture presently located within the proposed legal boundaries of the proposed Grangeville School District #246 will be owned by that proposed new district.

It is proposed that the proposed new Grangeville School District #246 pay the proposed new Clearwater Valley School District #245 a portion of the estimated value of any District Office Equipment and Furniture, in a manner proportional to the ADA for each proposed new district (The payment may be in the form of equipment or furniture.) The division shall be based on the approximate value of the equipment or furniture. The value basis for equipment and furniture shall be the fixed asset list of the existing Mountain View School District #244 for the school year 2024-2025.

Consumable Supplies

It is proposed Mountain View School District #244 disperse all consumable supplies in the district office building and any other central service facility between Clearwater Valley School District #245 and Grangeville School District #246 in a manner proportionate to the ADA for each proposed new district.

Cash - General Fund

It is proposed that any cash balance of the general fund shall be divided between the two new districts using the same state equalization formula in place at the beginning of Fiscal Year 2026.

Cash - Supplemental Levy for General Fund

It is proposed that any cash received from a supplemental levy or emergency levy approved by the existing Mountain View School District #244 after the final payment for Fiscal 2025 be placed in separate funds proportional to the 2025 taxable market value for each proposed new district.

Cash - Agency Funds

It is proposed that agency funds for student activity accounts, staff activity accounts, or special revenue accounts shall remain with their respective schools.

Cash - Special Project Funds

It is proposed that any cash balance of any special project fund shall be divided, such amount to be proportional to the 2025 taxable market value for each proposed new district. Those special project funds dedicated to specific schools will stay with that school (e.g. Title 1, Johnson O'Malley, etc.).

Cash - Secure Rural Schools

It is proposed that any cash balance of any Secure Rural Schools Fund shall be divided between the new districts based on a per-pupil basis.

Cash - School Modernization Facility Funds

It is proposed Mountain View School District #244 disperse the School Modernization Facility Funds between Clearwater Valley School District #245 and Grangeville School District #246 in a manner proportionate to the ADA for each proposed new district.

Cash - Plant Facility Funds

The existing Mountain View School District #244 does not have a plant facility fund.

3.6 Division of Liabilities

Certified Personnel Contracts

It is proposed that the contracts of all certified personnel presently assigned to school buildings be assumed by their respective districts according to the building or department assignment at the time of legal division.

The Superintendent, Nurse, Speech and Language Pathologist, Federal Programs/Curriculum and Assessment Director, Special Education Coordinator, and Special Education Preschool Teacher are shared certified positions in the current

Mountain View School District #244. It is recognized that both districts will have a need for these assignments, however the assignments in the proposed districts may differ based on enrollment.

The superintendent will make a certified personnel assignment recommendation based on enrollment. Further, beyond enrollment needs, the superintendent will use the following criteria for those assignments: (1) licenses or certifications required for the assignment, (2) professional skills necessary to efficiently and effectively complete the assignment, (3) employee preference (by seniority), and (4) by lot if necessary.

Bond Indebtedness

At this time, there is no bonded indebtedness for the existing Mountain View School District #244.

LID

At this time, there is no LID obligation for the existing Mountain View School District #244.

COP's and Notes

At this time, there are no COP's or notes for the existing Mountain View School District #244.

Legal Claims

At this time there are no legal claims against the existing Mountain View School District #244.

3.7 Division - Other Considerations

At-Will Employees

It is proposed that the employment of “at-will” employees (those not under contract) assigned to school buildings and departments be assumed by their districts according to the building or department assignment at the time of division.

It is proposed that the employment of “at-will” employees (those not under contract) not assigned to school buildings be divided among the two new districts. Approximately 28.5% of those employees may be offered assignment to the proposed new Clearwater School District #245 and approximately 71.5% of those employees may be offered assignment to the proposed new Grangeville School District #246. The superintendent of schools of the existing Mountain View School District #244 shall make those offers of assignment. The superintendent will use the following criteria for those assignments: (1) licenses or certifications required for the assignment, (2) professional skills necessary to efficiently and effectively complete the assignment, (3) employee preference (by seniority), and (4) by lot if necessary.

Records

It is proposed that all records pertaining to the proposed new districts shall be transferred to the newly created district upon division. The records shall then become the property of that newly created district. The placement of records pertaining to the existing Mountain View School District #244 will be determined through consultation with the Idaho State Department of Education.

Transition Issues

It is proposed that the two newly created districts, if approved by the voters, shall be considered sub-districts of the existing Mountain View School District #244 from the

time of the legal division until the time of the fiscal division. The newly appointed Trustees for the proposed Clearwater Valley School District #245 and Grangeville School District #246 will form a Joint Powers Board until the legal fiscal division. (Please see Appendix F)

It is proposed that the existing Board of Trustees of School District #244 shall act as a joint powers board for the two sub-districts from the time of legal division until the time of fiscal division.

It is further proposed that the authorization for receipt of revenues and authorization for expenditures be made by the joint powers board from the time of legal division until the time of fiscal division.

It is recommended that the Joint Powers Board of the newly created districts work together to establish a transition plan for a smooth fiscal transition, a smooth transition of personnel, and other issues related to the establishment of the two new school districts.

3.8 Critical Timeline and Effective Dates

The timeline for a division is driven by two main factors:

a. The accumulation of necessary financial data from the school district, the county, and the State, and
b. The timing of the election, which can only be conducted by the county clerk.

Therefore, the division plan needs to be finalized in late October to submit to the Idaho State Department of Education and the Idaho Board of Education. If the Idaho Board of Education approves the plan, the election would be conducted at the May 2025 election date.

Therefore, should the voters approve the division plan, it is proposed that the effective date for the governance of the districts would be on the date the State Board of Education appoints a Board of Trustees for each newly formed school district. Further, it is proposed that the effective date for the fiscal (operational) division of the districts would be on July 1, 2026. Further, it is proposed that upon certification of the election to divide the district that a Joint Powers Board would operate the “combined” districts until operational (fiscal) separation on June 30, 2026.

Appendix A

Current Legal Description for Mountain View School District #244

Mountain View School District Corrected Legal Description: BEGINNING at the junction of the centerline of the channels of the Salmon and Snake Rivers; thence along the centerline of the channel of the Salmon River upstream to a point where the Boise Meridian intersects the centerline of the channel of the Salmon River; thence south along the Boise Meridian approximately 1 mile to the NE corner of Sec. 1, Twp. 29 N, R 1 WBM; thence east 2 miles; thence north 1 mile; thence west 1 mile; thence north 3 miles; thence east 1 mile; thence north 2 miles to the NW corner of Sec. 4, Twp. 30 N, R 1 EBM; thence east ½ mile; thence north 1 mile; thence west ½ mile; thence north 2 miles to the NW corner of Sec. 21, Twp. 31 N, R 1 EBM; thence east 1 mile to the NE corner of Sec. 21; thence south approximately 2470 feet to a point 170 feet north of the east-west centerline of Sec. 21, Twp. 31 N, R 1 EBM; thence west 170 feet; thence south 170 feet to the east-west centerline of Sec. 21; thence east 170 feet to the NE corner of the SE ¼ of Sec. 21; thence south 1 mile; thence east 1 mile; thence north ½ mile; thence east approximately 1 ¾ miles to the SW corner of the SE ¼ SE ¼ of Sec. 24, said township and range; thence north approximately ½ mile to the NW corner of the NE ¼ SE ¼ of said Sec. 24; thence west approximately ¾ mile to the NW corner of the SW ¼ of said Sec. 24; thence north approximately 1 ½ miles to the NW corner of Sec. 13, Twp. 31 N, R 1 EBM; thence east 1 mile; thence north 1 mile; thence west 1 mile; thence north ½ mile; thence east 3 miles; thence south ½ mile; thence east 1½ miles to the NE corner of the NW ¼ of Sec. 10, Twp. 31 N, R 2 EBM; thence north 1¾ miles to the NW corner of the SW ¼ NE ¼ of Sec. 34, Twp. 32 N, R 2 EBM; thence east ¼ mile; thence north ¼ mile; thence east 5¾ miles to the north-south centerline of Sec. 34 & 27, Twp. 32 N, R 3 EBM; thence north ¾ mile; thence east ½ mile to the SE corner of the NE ¼ NE ¼ of Sec. 27; thence north ½ mile; thence east 2 miles to the NE corner of the SE ¼ SE ¼ of Sec. 24, Twp. 32 N, R 3 EBM; thence north 6¼ miles, more or less, along the range line common to R 3 & R 4 EBM, to the NW corner of the SW ¼ of Sec. 19, Twp. 33 N, R 4 EBM; thence east 1 mile to the SE corner of the NE ¼ of Sec. 19; thence north 1 mile; thence east 2 miles; thence south ½ mile; thence east ½ mile; thence north 1 mile; thence east 1 mile to the SE corner of the SW ¼ of Sec. 11, Twp. 33 N, R 4 EBM; thence north ¼ mile; thence east ½ mile; thence south ¼ mile; thence east 1 mile; thence south 1 mile to the SW corner of Sec. 18, Twp. 33 N, R 5 EBM; thence east 6 miles; thence north 6 miles, more or less, to the centerline of the channel of Lolo Creek and the county boundary line common to Idaho and Clearwater Counties; thence northeasterly following the boundary line common to Idaho and Clearwater Counties to the point where the boundary line intersects the boundary line common to the states of Idaho and Montana; thence southeasterly and southerly following the present defined boundary line between the State of Idaho and Montana to a point where the boundary line intersects the boundary line between Idaho and Lemhi Counties; thence along the boundary line to a point where it intersects the boundary line common to Idaho and Valley Counties; thence following the boundary line to a point where it intersects the southern boundary line of Sec. 31, Twp. 22 N, R 4 EBM; thence west along said boundary line to the SW corner said section; thence north approx. 18 miles to the NE corner of Sec. 1, Twp. 24 N, R 3 EBM; thence west approx. 12 miles to the NE corner of Sec. 1, Twp. 24 N, R 1 EBM; thence

north approx. 6 miles to the NE corner of Sec. 1, Twp. 25 N, R 1 EBM; thence east approx. 1400 feet to the SE corner of Sec. 36, Twp. 26 N, R 1 EBM; thence north approx. 4 miles to NE corner Approved April 2011 of Sec. 13, Twp. 26 N, R 1 EBM; thence west approx. 6 miles to the NW corner of Sec. 18, Twp. 26 N, R 1 EBM; thence south approx. 4 miles to the SW corner of Sec. 31, Twp. 26 N, R 1 EBM; thence west approx. 6 ¾ miles along the southern boundary of Township 26 to its intersection with the centerline of the channel of the Snake River; thence downstream along the center of the channel of the Snake River to the mouth of the Salmon River, to the point of beginning.

Current Legal Description of Mountain View School District #244

Trustee Zones

MOUNTAIN VIEW SCHOOL DISTRICT #244 TRUSTEE ZONE NO. 1

BEGINNING on the South Fork Clearwater River where it intersects State Highway 13 (Northwest Passage Scenic Byway) in Section 9, Township 30 North, Range 4 East, Boise Meridian, thence

Northerly on said South Fork Clearwater River to Cottonwood Creek, thence

West on said Cottonwood Creek to Lukes Gulch Road, thence

North on said Lukes Gulch Road to Cottonwood Creek Road, thence

West approximately 0.1 mile on said Cottonwood Creek Road to angle point, thence

Northerly from said angle point to Lazy J Drive, thence

Westerly on said Lazy J Drive to the end of said Lazy J Drive, thence

Southwesterly to the Mountain View School District Boundary, thence

Westerly following said School District Boundary to Red Rock Road, thence

South on said Red Rock Road to Long Haul Road, thence

East on said Long Haul Road to Libby Road, thence

Southerly on said Libby Road to Reservation Line Road, thence

Southeasterly on said Reservation Line Road to Cottonwood Creek, thence

Southerly on said Cottonwood Creek to South Fork Cottonwood Creek, thence

Southerly on said South Fork Cottonwood Creek to Long Haul Creek, thence

Southeasterly on said Long Haul Creek to Long Haul Road, thence

South on said Long Haul Road to Prairie Road, thence

East on said Prairie Road to Lukes Gulch Road, thence

South on said Lukes Gulch Road to Threemile Creek, thence

Southwesterly on said Threemile Creek to County Road (Grangeville Truck Route), thence

West on said County Road to US Highway 95, thence

Northwesterly approximately 400 feet along said US Highway 95, thence

South to Frontage Road, thence

West on said Frontage Road to Elmers Lane, thence

Southerly on Elmers Lane to US Highway 95, thence

East, then Northeasterly on said US Highway 95 to State Highway 13 (West Main Street and the Northwest Passage Scenic Byway), thence

Southeasterly, then Northeasterly on said State Highway 13 to the South Fork Clearwater River and the POINT OF BEGINNING.

MOUNTAIN VIEW SCHOOL DISTRICT #244 TRUSTEE ZONE NO. 2

BEGINNING at the intersection of State Highway 13 (Main Street and the Northwest Passage Scenic Byway) and Mount Idaho Road, thence

South, then Southeasterly on said Mount Idaho Road turning into Mount Idaho Grade Road to Whitetail Acres Lane, thence

Easterly on said Whitetail Acres Lane to Blacktail Lane, thence

Northerly on said Blacktail Lane to Mount Idaho Grade Road (National Forest Development Road 17), thence

Northeasterly, thence Southerly on said Mount Idaho Grade Road to Farrens Creek, thence

Southwesterly on said Farrens Creek to Farrens Creek Lane, thence

Northwesterly on said Farrens Creek Lane to Cove Road (National Forest Development Road 279), thence

Southwesterly on said Cove Road to Cove Creek, thence

Easterly on said Cove Creek to South Fork Clearwater River, thence

Southeasterly on said South Fork Clearwater River to Hungry Ridge Road (National Forest Development Road 309), thence

Southwesterly on said Hungry Ridge Road to Mill Creek, thence

Southwesterly on said Mill Creek to Adams Creek, thence

Southwesterly on said Adams Creek to National Forest Development Road 221, thence

Southerly on said Road 221 to the north section line of Section 2, Township 25 North, Range 3 East, Boise Meridian, thence

East on said section line to the northeast corner of Section 1, Township 25 North, Range 6 East, thence

South from said northeast corner to the northeast corner of Section 1, Township 24 North, Range 6 East, thence

East from said northeast corner to the Salmon River in Section 36, Township 25 North, Range 8 East, thence

Northeasterly, then Southeasterly on said Salmon River to the East Mountain View School District Boundary and the Idaho-Lemhi County line, thence

Northeasterly on said School District Boundary to Magruder Corridor Road (National Forest Development Road 468), thence

Northwesterly on said Magruder Corridor Road to Deep Creek, thence

Southwesterly along said Deep Creek to Magruder Corridor Road (National Forest Development Road 468), thence

Southwesterly, then Northwesterly along said Magruder Corridor Road to National Forest Development Road 6223, thence

Northwesterly on said National Forest Development Road 6223 to Nick Creek, thence

South along said Nick Creek to Selway River, thence

Northwesterly along said Selway River to National Forest Development Road 6223, thence

Northerly on said National Forest Development Road 6223 to the White Cap Creek and Selway River confluence, thence

Northwesterly, then Westerly along said Selway River to Unnamed Creek in Section 9, Township 32 North, Range 7 East, B.M., thence

Southwesterly along said Unnamed Creek to Swiftwater Road, thence

Southwesterly on said Swiftwater Road to Lodge Creek, thence

Southeast approximately 0.3 miles along said Lodge Creek, thence

Westerly to National Forest Development Road 286, thence

Northwesterly, then Southwesterly on said National Forest Development Road 286 to Red Fir Road, thence

Northwesterly, then Southwesterly on said Red Fir Road to Leitch Creek Road (National Forest Development Road 1842), thence

Westerly on said Leitch Creek Road to Mulledy Road, thence

Westerly on said Mulledy Road to Nez Perce Reservation Boundary, thence

Southwesterly along said Nez Perce Reservation Boundary to Sally Ann Creek, thence

Southwesterly along said Sally Ann Creek to South Fork Clearwater River, thence

Southerly along said South Fork Clearwater River to State Highway 13 (Harpster Grade Road and the Northwest Passage Scenic Byway), thence

Southwesterly on said State Highway 13 to Mount Idaho Road and the POINT OF BEGINNING.

MOUNTAIN VIEW SCHOOL DISTRICT #244 TRUSTEE ZONE NO. 3

BEGINNING at the intersection of US Highway 95 and Fish Hatchery Road, thence

South on said Fish Hatchery Road to the south section line of Section 24, Township 30 North, Range 2 East, Boise Meridian, thence

West along said section line to US Highway 95, thence

Southwesterly on said US Highway 95 to Lake Road, thence

Easterly on said Lake Road to Old White Bird Hill Road, thence

Southwesterly approximately 0.9 mile on said Old White Bird Hill Road to Unnamed Road in Section 3, Township 29 North, Range 2 East, thence

Southerly, then Northeasterly on said Unnamed Road to Mager Lane, thence

Northeasterly on said Mager Lane to Telcher Creek, thence

Northerly along said Telcher Creek to Old White Bird Hill Road, thence

Northeasterly on said Old White Bird Hill Road to Whitetail Drive, thence

East on said Whitetail Drive to Mountain View Road, thence

North on said Mountain View Road to the Grangeville city limits line, thence

Northeasterly following said city limits line to Mount Idaho Grade Road, thence

North on said Mount Idaho Grade Road turning into Mount Idaho Road to State Highway 13 (Main Street and the Northwest Passage Scenic Byway), thence

Westerly on said State Highway 13 to US Highway 95, thence

Westerly on said US Highway 95 to Fish Hatchery Road and the POINT OF BEGINNING.

MOUNTAIN VIEW SCHOOL DISTRICT #244 TRUSTEE ZONE NO. 4

BEGINNING at the confluence of Sally Ann Creek and South Fork Clearwater River in Section 21, Township 31 North, Range 4 East, Boise Meridian, thence

Northerly along said South Fork Clearwater River to Cottonwood Creek, thence

West along said Cottonwood Creek to Lukes Gulch Road, thence

North on said Lukes Gulch Road to Cottonwood Creek Road, thence

West approximately 0.1 mile on said Cottonwood Creek Road to angle point, thence

Northerly from said angle point to Lazy J Drive, thence

Westerly on said Lazy J Drive to the end of said Lazy J Drive, thence

Southwesterly to the Mountain View School District Boundary, thence

Northerly following said School District Boundary to Magruder Corridor Road (National Forest Development Road 468), thence

Northwesterly on said Magruder Corridor Road to Deep Creek, thence

Southwesterly along said Deep Creek to Magruder Corridor Road (National Forest Development Road 468), thence

Southwesterly, then Northwesterly on said Magruder Corridor Road to National Forest Development Road 6223, thence

Northwesterly on said National Forest Development Road 6223 to Nick Creek, thence

South along said Nick Creek to Selway River, thence

Northwesterly along said Selway River to National Forest Development Road 6223, thence

Northerly on said National Forest Development Road 6223 to the White Cap Creek and Selway River confluence, thence

Northwesterly, then Westerly along said Selway River to Unnamed Creek in Section 9, Township 32 North, Range 7 East, B.M., thence

Southwesterly along said Unnamed Creek to Swiftwater Road, thence

Southwesterly on said Swiftwater Road to Lodge Creek, thence

Southeast approximately 0.3 miles along said Lodge Creek, thence

Westerly to National Forest Development Road 286, thence

Northwesterly, then Southwesterly on said National Forest Development Road 286 to Red Fir Road, thence

Northwesterly, then Southwesterly on said Red Fir Road to Leitch Creek Road (National Forest Development Road 1842), thence

Westerly on said Leitch Creek Road to Mulledy Road, thence

Westerly on said Mulledy Road to Nez Perce Reservation Boundary, thence

Southwesterly along said Nez Perce Reservation Boundary to Sally Ann Creek, thence

Southwesterly along said Sally Ann Creek to South Fork Clearwater River and the POINT OF BEGINNING.

MOUNTAIN VIEW SCHOOL DISTRICT #244 TRUSTEE ZONE NO. 5

BEGINNING at the intersection of Red Rock Road and the North Mountain View School District Boundary, thence

South on said Red Rock Road to Long Haul Road, thence

East on said Long Haul Road to Libby Road, thence

Southerly on said Libby Road to Reservation Line Road, thence

Southeasterly on said Reservation Line Road to Cottonwood Creek, thence

Southerly along said Cottonwood Creek to South Fork Cottonwood Creek, thence

Southerly along said South Fork Cottonwood Creek to Long Haul Creek, thence

Southeasterly along said Long Haul Creek to Long Haul Road, thence

South on said Long Haul Road to Prairie Road, thence

East on said Prairie Road to Lukes Gulch Road, thence

South on said Lukes Gulch Road to Threemile Creek, thence

Southwesterly on said Threemile Creek to County Road (Grangeville Truck Route), thence

West on said County Road to US Highway 95, thence

Northwesterly approximately 400 feet along said US Highway 95, thence

South to Frontage Road, thence

West on said Frontage Road to Elmers Lane, thence

Southerly on said Elmers Lane to US Highway 95, thence

East on said US Highway 95 to Fish Hatchery Road, thence

South on said Fish Hatchery Road to the south section line of Section 24, Township 30 North, Range 2 East, Boise Meridian, thence

West along said section line to US Highway 95, thence

Southwesterly on said US Highway 95 to Lake Road, thence

Easterly on said Lake Road to Old White Bird Hill Road, thence

Southwesterly approximately 0.9 mile on said Old White Bird Hill Road to Unnamed Road in Section 3, Township 29 North, Range 2 East, B.M., thence

Southerly, then Northeasterly on said Unnamed Road to Mager Lane, thence

Northeasterly on said Mager Lane to Telcher Creek, thence

Northerly along said Telcher Creek to Old White Bird Hill Road, thence

Northeasterly on said Old White Bird Hill Road to Whitetail Drive, thence

East on said Whitetail Drive to Mountain View Road, thence

North on said Mountain View Road to the Grangeville city limits line, thence

Northeasterly following said city limits line to Mount Idaho Grade Road, thence

South, then Southeasterly on said Mount Idaho Grade Road to Whitetail Acres Lane, thence

Easterly on said Whitetail Acres Lane to Blacktail Lane, thence

Northerly on said Blacktail Lane to Mount Idaho Grade Road (National Forest Development Road 17), thence

Northeasterly, thence Southerly on said Mount Idaho Grade Road to Farrens Creek, thence

Southwesterly along said Farrens Creek to Farrens Creek Lane, thence

Northwesterly on said Farrens Creek Lane to Cove Road (National Forest Development Road 279), thence

Southwesterly on said Cove Road to Cove Creek, thence

Easterly along said Cove Creek to South Fork Clearwater River, thence

Southeasterly along said South Fork Clearwater River to Hungry Ridge Road (National Forest Development Road 309), thence

Southwesterly on said Hungry Ridge Road to Mill Creek, thence

Southwesterly along said Mill Creek to Adams Creek, thence

Southwesterly along said Adams Creek to National Forest Development Road 221, thence

Southerly on said Road 221 to the north section line of Section 2, Township 25 North, Range 3 East, B.M., thence

East on said section line to the northeast corner of Section 1, Township 25 North, Range 6 East, B.M., thence

South from said northeast corner to the northeast corner of Section 1, Township 24 North, Range 6 East, B.M., thence

East from said northeast corner to the Salmon River in Section 36, Township 25 North, Range 8 East, B.M., thence

Northeasterly, then Southeasterly along said Salmon River to the East Mountain View School District Boundary, said point also being the Idaho-Lemhi County line, thence

Southerly following said School District Boundary around to Red Rock Road and the POINT OF BEGINNING.

Appendix B

Proposed Legal Description for Clearwater Valley School District #245

BEGINNING at the NE corner of Section 25, Twp. 32 N., R. 3 E. B.M.; thence west 2 miles to the NW corner of Section 26, Twp. 32 N., R. 3 E. B.M.; thence north 1/4 mile; thence east 2 miles to the Range line; thence north approximately 6 1/3 miles to the NE corner of the SE ¼ of Section 24, Twp. 33 N., R. 3 E. B.M.; thence east approximately 1 mile; thence north approximately 1 mile to the NW corner of the SW1/4 of Section 17, Twp. 33 N., R. 4 E. B.M.; thence east 2 miles; thence south 1/2 mile to the SE corner of Section 16, Twp. 33 N., R. 4 E. B.M.; thence east 1/2 mile; thence north 1 mile to the NW corner of the NE 1/4 of Section 15, Twp 33 N., R. 4 E. B.M.; thence east 1 mile to the NE corner of the NW 1/4 of Section 14, Twp. 33 N., R. 4 E. B.M.; thence north 1/4 mile; thence east 1/2 mile; thence south 1/4 mile to the NE corner of Section 14, Twp. 33 N., R. 4 E. B.M.; thence east 1 mile; thence south 1 mile to the SW corner of Section 18, Twp. 33 N., R. 5 E. B.M.; thence east approximately 6 miles to the SE corner of Section 13, Twp. 33 N., R. 5 E. B.M.; thence north 6 miles, more or less, to the centerline of the channel of Lolo Creek and the county boundary line common with Idaho and Clearwater Counties; thence northeasterly following the boundary line common with Idaho and Clearwater Counties to the point where the boundary line intersects the boundary line common to the states of Idaho and Montana; thence southeasterly and southerly following the present defined boundary line between the States of Idaho and Montana to a point where the boundary line intersects the boundary line between Idaho and Lemhi Counties; thence along the boundary line to a point where it intersects the boundary line common to Idaho and Valley Counties; thence following the boundary line to a point where it intersects the southern boundary line of Section 31, Twp. 22 N., R. 4 E. B.M. thence west along said boundary line to the SW corner of said Section 31; thence north 18 miles, more or less, to the SW corner of Section 31, Twp. 25 N., R. 4 E. B.M.; thence east 2 miles to the SW corner of Section 33, Twp. 25 N., R. 4 E. B.M.; thence north 5.7 miles to the Twp line; thence east approximately 640 feet to the SE corner of Section 32, Twp 26 N., R. 4 E. B.M.; thence north 18 miles to the NE corner of Section 5, Twp. 28 N., R. 4 E. B.M.; thence west 1.8 miles to the SW corner of Section 31, Twp 29 N., R. 4 E. B.M.; thence north 10 1/2 miles, more or less, along the range line common to R. 3 & 4 E. B.M., to the NW corner of the SW 1/4 of Section 7, Twp. 30 N., R. 4 E. B.M.; thence east 2 miles to the NE corner of the SE 1/4 of Section 08, Twp. 30 N., R. 4 E. B.M.; thence north 4 1/2 miles to the NE corner of Section 20, Twp 31 N., R. 4 E. B.M.; thence west 1 mile; thence north 1/2 mile to the NE corner of the SE 1/4 of Section 18; thence west 1 mile to the NW corner SW ¼ Section 18; thence north 4 1/2 miles to the NE corner of Section 25, Twp. 32 N., R. 3 E. B.M., to the POINT OF BEGINNING.

Proposed Legal Description of Clearwater Valley School District #245

Trustee Zones

Proposed Legal Description for Clearwater Valley School District #245 Trustee Zone 1

Beginning at the southeast corner of Government Lot 8 in Section 19, Twp. 33 N., R. 4 E., B.M. (the East ¼ corner of said Section 19); thence north approximately one (1) mile to the NW corner of the SW 1/4 of Section 17, Twp. 33 N., R. 4 E. B.M.; thence east approximately two (2) miles; thence south approximately one-half (½) mile to the SE corner of Section 16, Twp. 33 N., R. 4 E., B.M.; thence east approximately one-half (½) mile; thence north approximately one (1) mile to the NW corner of the NE 1/4 of Section 15, Twp. 33 N., R. 4 E., B.M.; thence east approximately one (1) mile to the NE corner of the NW 1/4 of Section 14, Twp. 33 N., R. 4 E. B.M.; thence north approximately one-quarter (¼) mile; thence east approximately one-half (½) mile; thence south approximately one-quarter (¼) mile to the NE corner of Section 14, Twp. 33 N., R. 4 E. B.M.; thence east approximately one (1) mile; thence south approximately one (1) mile to the SW corner of Section 18, Twp. 33 N., R. 5 E. B.M.; thence east approximately six (6) miles to the SE
corner of Section 13, Twp. 33 N., R. 5 E. B.M.; thence north approximately six (6) miles to the centerline of the channel of Lolo Creek and the county boundary line common with Idaho and Clearwater Counties; thence northeasterly following the boundary line common with Idaho and Clearwater Counties to the point where the boundary line intersects the boundary line common to the states of Idaho and Montana; thence southeasterly and southerly following the present defined boundary line between the States of Idaho and Montana to a point in Section 29, Twp. 31 N., R. 16 E., B.M., said point being approximately three-quarters (¾) of a mile southeasterly from Cub Lake; thence southwesterly along an unnamed creek to the intersection with Goat Creek; thence westerly along Goat Creek to its headwaters; thence northwesterly to Bilk Mountain; thence northwesterly to Red Lake; thence northwesterly along Red Lake Creek to the intersection with Buck Lake Creek; thence southwesterly along Buck Lake Creek to the intersection with Meadow Creek; thence northwesterly along Meadow Creek to the intersection with Five Mile Creek; thence westerly along Five Mile Creek to the intersection with the East Fork of Five Mile Creek; thence westerly along said east fork to the intersection with Pack Trail; thence northwesterly along Pack Trail to the intersection with County Road 443; thence northerly along County Road 443 to the intersection with Pack Trail 835; thence northwesterly along Pack Trail 835 to the intersection with Falls Point Road; thence southwesterly along Falls Point Road to the intersection with Forest Service Road 464; thence southwesterly along Forest Service Road 464 to the intersection with Forest Service Road 471; thence southerly along Forest Service Road 471 to the intersection with Forest Service Road 1199; thence westerly along Forest Service Road 1199 to the intersection with Bear Creek; thence southwesterly along Bear Creek to the intersection with Newsome Creek; thence northwesterly along Newsome Creek to the intersection with Newsome Creek Drive (Forest Service Road 1858); thence northwesterly along Newsome Creek Drive to the intersection with Lookout Butte Road and Forest Service Road 464; thence northeasterly along Forest Service Road approximately three and one-half (3 ½) miles to Lookout Butte Road (Forest Service Road 1113); thence northwesterly along Lookout Butte Road to the intersection with an unnamed road in Section

25, Twp. 32 N., R. 6 E., B.M.; thence westerly along said road to the intersection with Forest Service Road 286; thence southwesterly to the intersection with Big Tinker Creek; thence northerly along Big Tinker Creek to its confluence with the Middle Fork of the Clearwater River; thence northwesterly along said Middle Fork approximately ten and three-quarters (10 ¾) miles to the intersection with Clear Creek; thence southerly along Clear Creek approximately three (3) miles to a point lying seventy (70) feet east of the Southeast 1/16 corner of Section 22, Twp. 32 N., R. 4 E., B.M.; thence west seventy (70) feet to said Southeast 1/16 corner; thence northwesterly to the end of Big Buck Road; thence northwesterly along Big Buck Road approximately one (1) mile to the intersection with Battle Ridge Road; thence northwesterly along Battle Ridge Road to the intersection with State Highway 13; thence southerly approximately one (1) mile to a point on the south line of Section 17, Twp. 32 N., R. 4 E., B.M.: thence west along said south line to the intersection with the South Fork of the Clearwater River; thence southerly along said South Fork to the intersection with the Clearwater River; thence northerly along the Clearwater River approximately four and three-quarters (4 ¾) miles to a point on the mid-section line of Section 19,Twp. 33 N., R. 4 E., B.M.; thence east approximately one-half (½) mile to the southeast corner of Government Lot 8 in said Section 19, the Point of Beginning.

Proposed Legal Description for Clearwater Valley School District #245 Trustee Zone 2

Beginning at the NE corner of Section 25, Twp. 32 N., R. 3 E. B.M.; thence west 2 miles to the NW corner of Section 26, Twp. 32 N., R. 3 E. B.M.; thence north 1/4 mile; thence east 2 miles to the Range line; thence north approximately 6 1/3 miles to the NE corner of the SE ¼ of Section 24, Twp. 33 N., R. 3 E. B.M.; thence east approximately 1/3 mile to the Clearwater River; thence southerly along said Clearwater River approximately four and three-quarters (4 ¾) miles to the intersection with the South Fork of the Clearwater River; thence southerly along said South Fork to the south line of Section 17, Twp. 32 N., R. 4 E. B.M.; thence east along said south line to the intersection with State Highway 13; thence northerly along said State Highway 13 approximately one (1) mile to the intersection with Battle Ridge Road; thence southeasterly along Battle Ridge Road to the intersection with Big Buck Road; thence southeasterly along Big Buck Road approximately one (1) mile to the end of said Big Buck Road; thence southeast to the Southeast 1/16 corner of Section 22, Twp. 32 N., R. 4 E., B.M.; thence east approximately seventy (70) feet to Clear Creek; thence southeasterly approximately one (1) mile to the intersection with the Nez Perce Indian Reservation Boundary; thence southwesterly along the Nez Perce Indian Reservation Boundary approximately two (2) miles to the south line of Section 34, Twp. 32 N., R. 4 E., B.M.; thence west along said south line to the northwest section corner of Section 3, Twp. 31 N., R. 4 E., B.M.; thence south approximately two and nine-tenths (2.9) miles to the Nez Perce Indian Reservation boundary; thence southwesterly along said Nez Perce Indian Reservation boundary approximately two-thirds (⅔) of a mile to the intersection with Sally Ann Creek; thence westerly along Sally Ann Creek approximately

one-quarter (¼) mile to the intersection with the South Fork of the Clearwater River; thence southerly along said river to the intersection with Butcher Creek; thence westerly along Butcher Creek approximately two-thirds (⅔) of a mile to the east line of Section 20, Twp. 31 N., R. 4 E., B.M.; thence north approximately nine-tenths (0.9) of a mile to the northeast corner of said Section 20; thence west approximately one (1) mile; thence north approximately one-half (½) mile to the NE corner of the SE 1/4 of Section 18; thence west approximately one (1) mile to the NW corner SW 1/4 Section 18; thence north approximately four and one-half (4 ½) miles to the NE corner of Section 25, Twp. 32 N., R. 3 E. B.M., the Point of Beginning.

Proposed Legal Description for Clearwater Valley School District #245 Trustee Zone 3

Beginning at the intersection of the Nez Perce Indian Reservation boundary and Clear Creek in Section 26, Twp. 32 N., R. 4 E., B.M.; thence northwesterly along Clear Creek approximately four (4) miles to the intersection with the Middle Fork of the Clearwater River; thence southeasterly along said Middle Fork approximately ten and three-quarters (10 ¾) miles to the intersection with Big Tinker Creek; thence southerly along Big Tinker Creek to the intersection with Forest Service Road 286; thence northeasterly to the intersection with an unnamed road in Section 26, Twp. 32 N., R. 6 E., B.M.; thence easterly along said unnamed road to the intersection with Lookout Butte Road (Forest Service Road 1113); thence southeasterly along Lookout Butte Road to the intersection with Forest Service Road 464; thence southwesterly along Forest Service Road 464 approximately three and one-half (3 ½) miles to the intersection with Lookout Butte Road and Newsome Creek Drive (Forest Service Road 1858); thence southwesterly continuing along said Forest Service 464 approximately three and one-quarter (3 ¼) miles to the intersection with Old Elk City Wagon Road; thence southwesterly along Old Elk City Wagon Road approximately four (4) miles to the intersection with China Point Road; thence northwesterly continuing along Old Elk City Wagon Road approximately seven and one-half (7 ½) miles to the intersection with Forest Service Road 1106; thence easterly along Forest Service Road 1106 approximately one and two-thirds (1 ⅔) miles to the intersection with the West Fork of Clear Creek; thence northerly along said west fork approximately four and one-half (4 ½) miles to the intersection with Clear Creek; thence northwesterly along Clear Creek approximately seven and three-quarters (7 ¾) miles to the intersection with the Nez Perce Indian Reservation boundary, the Point of Beginning.

Proposed Legal Description for Clearwater Valley School District #245 Trustee Zone 4

Beginning at the intersection of the east line of Section 20, Twp. 31 N., R. 4 E., B.M. and Butcher Creek; thence easterly along Butcher Creek approximately two-thirds (⅔) of a mile to the intersection with the South Fork of the Clearwater River; thence northerly along said river to the intersection with Sally Ann Creek; thence easterly along Sally Ann Creek approximately one-

quarter (¼) mile to the intersection with the Nez Perce Indian Reservation boundary; thence northeasterly along said boundary approximately two-thirds (⅔) of a mile to the east line of Section 16 Twp. 31 N., R. 4 E., B.M.; thence north two and nine-tenths (2.9) miles to the southwest corner of Section 34, Twp. 32 N., R. 4 E., B.M.; thence east along the south line of said Section 34 to the intersection with the Nez Perce Indian Reservation boundary; thence northeasterly along said boundary approximately two (2) miles to the intersection with Clear Creek; thence southeasterly along Clear Creek approximately seven and three-quarters (7 ¾) miles to the intersection with the West Fork of Clear Creek; thence southerly along said west fork approximately four and one-half (4 ½) miles to the intersection with Forest Service Road 1106; thence westerly along Forest Service Road 1106 approximately one and two-thirds (1 ⅔) miles to the intersection with Old Elk City Wagon Road; thence southerly along the Old Elk City Wagon Road approximately seven and one-half (7 ½) miles to the intersection with China Point Road; thence southeasterly approximately one-quarter (¼) mile to the headwaters of Silver Creek; thence southerly along Silver Creek approximately twelve and one-quarter (12 ¼) miles to the intersection with the South Fork of the Clearwater River; thence southeasterly along said south fork approximately two (2) miles to the intersection with Twenty Mile Creek; thence southerly along Twenty Mile Creek approximately five and three-quarters (5 ¾) miles to the intersection with Sourdough Peak Road; thence easterly along said road approximately seven and one-quarter (7 ¼) miles to the intersection with Ten Mile Creek; thence southerly along Ten Mile Creek approximately nine (9) miles to the intersection with Wiseboy Creek; thence southerly along Wiseboy Creek approximately three-quarters (¾) of a mile; thence southerly approximately one and one-half (1 ½) miles to Mirror Lake in Section 3, Twp. 26 N., R. 6 E., B.M.; thence westerly approximately seven and three-quarters (7 ¾) miles following the divide to Square Mountain Lookout; thence northwesterly along Moores Station Road (Square Mountain-Adams Ranger Station Road) approximately ten (10) miles to the intersection with Forest Service Road 444 (intersection of 'Gospel Road' FS 444 with 'Sawyer Ridge' FS 444A); thence westerly along Forest Service Road 444 (aka Gospel Road) approximately three-quarters (¾) of a mile to the east line of Section 29, Twp. 27 N., R. 4 E., B.M.; thence north approximately ten and two-thirds (10 ⅔) miles to the northeast corner of Section 5, Twp. 28 N., R. 4 E., B.M.; thence west approximately one and eight-tenths (1.8) miles to the southwest corner of Section 31, Twp. 29 N., R. 4 E., B.M.; thence north approximately ten and one-half (10 ½) miles along the range line common to R. 3 & 4 E. B.M. to the NW corner of the SW 1/4 of Section 7, Twp. 30 N., R. 4 E. B.M.; thence east two (2) miles to the NE corner of the SE 1/4 of Section 08, Twp. 30 N., R. 4 E., B.M.; thence north approximately three and two-thirds (3 ⅔) miles to the intersection with Butcher Creek, the Point of Beginning.

Proposed Legal Description for Clearwater Valley School District #245 Trustee Zone 5

Beginning at the southwest section corner of Section 31, Twp. 22 N., R. 4 E., B.M.; thence north approximately eighteen (18) miles to the SW corner of Section 31, Twp. 25 N., R. 4 E.,

B.M.; thence east approximately two (2) miles to the SW corner of Section 33, Twp. 25 N., R. 4 E., B.M.; thence north approximately five and seven-tenths (5.7) miles to the Township line; thence east approximately six hundred forty (640) feet to the SE corner of Section 32, Twp. 26 N., R. 4 E. B.M.; thence north approximately seven and one-half (7 ½) miles to the intersection with Forest Service Road 444 (aka) Gospel Road; thence thence easterly along Forest Service Road 444 (aka Gospel Road) approximately three-quarters (¾) of a mile to the intersection with Moores Station Road (Square Mountain-Adams Ranger Station Road); thence southeasterly along Moores Station Road approximately ten (10) miles to Square Mountain Lookout; thence easterly approximately seven and three-quarters (7 ¾) miles following the divide to Mirror Lake in Section 3, Twp. 26 N., R. 6 E. B.M.; thence northerly approximately one and one-half (1 ½) miles to Wiseboy Creek; thence northerly along Wiseboy Creek approximately three-quarters (¾) of a mile to the intersection with Ten Mile Creek; thence northerly along Ten Mile Creek approximately nine (9) miles to the intersection with Sourdough Peak Road; thence westerly along along said road approximately seven and one-quarter (7 ¼) miles to the intersection with Twenty Mile Creek; thence northerly along Twenty Mile Creek approximately five and three-quarters (5 ¾) miles to the intersection with the South Fork of the Clearwater River; thence northwesterly along said south fork approximately two (2) miles to the intersection with Silver Creek; thence northerly along Silver Creek approximately twelve and one-quarter (12 ¼) miles to the headwaters of Silver Creek; thence northwesterly approximately one-quarter (¼) mile to the intersection of China Point Road with Old Elk City Wagon Road; thence northeasterly along Old Elk City Wagon Road approximately four (4) miles to the intersection with Forest Service Road 464; thence northerly along Forest Service Road 464 approximately three and one-quarter (3 ¼) miles to the intersection with Lookout Butte Road and Newsome Creek Drive (Forest Service Road 1858); thence southeasterly along Newsome Creek Drive to the intersection with Newsome Creek; thence southeasterly along Newsome Creek to the intersection with Bear Creek; thence northeasterly along Bear Creek to the intersection with Forest Service Road 1199; thence easterly along Forest Service Road 1199 to the intersection with Forest Service Road 471; thence northerly along Forest Service Road 471 to the intersection with Forest Service Road 464; thence northeasterly along Forest Service Road 464 to the intersection with Falls Point Road; thence northeasterly along Falls Point Road to the intersection with Pack Trail 835; thence southeasterly along Pack Trail 835 to the intersection with County Road 443; thence southerly along County Road 443 to the intersection with Pack Trail; thence southeasterly along Pack Trail to the intersection with the East Fork of Five Mile Creek; thence northeasterly along said East Fork to the intersection with Five Mile Creek; thence easterly along Five Mile Creek to the intersection with Meadow Creek; thence southeasterly along Meadow Creek to the intersection with Buck Lake Creek; thence northeasterly along Buck Lake Creek to the intersection with Red Lake Creek; thence southeasterly along Red Lake Creek to Red Lake; then southeasterly to Bilk Mountain; thence southeasterly to Goat Creek; thence easterly along Goat Creek to the intersection with an unnamed creek; thence northeasterly along said unnamed creek to a point approximately three-quarters (¾) of a mile southeasterly from

Cub Lake in Section 29, Twp. 31 N., R. 16 E., B.M., said point being on the present defined boundary line between the States of Idaho and Montana; thence southerly along the present defined boundary line between the States of Idaho and Montana to a point where the boundary line intersects the boundary line between Idaho and Lemhi Counties; thence along the boundary line to a point where it intersects the boundary line common to Idaho and Valley Counties; thence following the boundary line to a point where it intersects the southern boundary line of Section 31, Twp. 22 N., R. 4 E. B.M.; thence west along said boundary line to the SW corner of said Section 31, the Point of Beginning.

Proposed Legal Description for Grangeville School District #246

BEGINNING at the junction of the centerline of the channels of the Salmon and Snake Rivers; thence along the centerline of the channel of the Salmon River upstream to a point where the Boise Meridian intersects the centerline of the channel of the Salmon River; thence south along the Boise Meridian approximately 1 mile to the NE corner of Section 1, Twp. 29 N., R 1 W. B.M.; thence east 2 miles to the southwest corner of Section 33, Twp. 30 N., R. 1 W. B.M.; thence north 1 mile to the northwest corner of said Section 33; thence west 1 mile to the southwest corner of Section 29, Twp. 30 N., R. 1 W. B.M.; thence north 3 miles to the northwest corner of Section 17, Twp. 30 N., R. 1 W. B.M.; thence east 1 mile to the northeast corner of said Section 17; thence north 2 miles to the NW corner of Section 4, Twp. 30 N., R. 1 E. B.M.; thence east 1/2 mile; thence north 1 mile; thence west 1/2 mile; thence north 2 miles to the NW corner of Section 21, Twp. 31 N., R. 1 E. B.M.; thence east 1 mile to the NE corner of said Section 21; thence south approximately 2470 feet to a point 170 feet north of the east-west centerline of said Section 21; thence west 170 feet; thence south 170 feet to the east-west centerline of said Section 21; thence east 170 feet to the northeast corner of the SE 1/4 of said Section 21; thence south 1 mile; thence east 1 mile; thence north 1/2 mile; thence east approximately 1 3/4 miles to the SW corner of the SE 1/4 SE 1/4 of Section 24, Twp. 31 N., R. 1 E. B.M.; thence north approximately 1/2 mile to the NW corner of the NE 1/4 SE 1/4 of said Section 24; thence west approximately 3/4 mile to the NW corner of the SW 1/4 of said Section 24; thence north approximately 1 1/2 miles to the NW corner of Section 13, Twp. 31 N., R. 1 E. B.M.; thence east 1 mile; thence north 1 mile; thence west 1 mile; thence north 1/2 mile; thence east 3 miles; thence south 1/2 mile; thence east 1 1/2 miles to the NE corner of the NW 1/4 of Section 10, Twp. 31 N., R. 2 E. B.M.; thence north 1 3/4 miles to the NW corner of the SW 1/4 NE 1/4 of Section 34, Twp. 32 N., R. 2 E. B.M.; thence east 1/4 mile; thence north 1/4 mile; thence east 5 3/4 miles to the north-south mid-section line for Secs. 34 & 27, Twp. 32 N, R. 3 E. B.M.; thence north 3/4 mile; thence east 1/2 mile to the SE corner of the NE 1/4 NE 1/4 of said Section 27; thence north 1/4 mile to the northwest corner of Section 26, Twp. 32 N., R. 3 E. B.M.; thence east 2 miles to the NE corner of Section 25, Twp. 32 N., R. 3 E. B.M.; thence south 4 1/2 miles to the NW corner of SW 1/4 of Section 18, Twp. 31 N., R. 4 E. B.M.; thence east 1 mile to the NE corner of the SE 1/4 of said Section 18; thence south 1/2 mile to the northwest corner of Section 20, Twp. 31 N., R. 4 E. B.M.; thence east 1 mile to the NE corner of said Section 20; thence south 4 1/2 miles to the SE corner of the NE 1/4 of Section 8, Twp. 30 N., R. 4 E., B.M.; thence west 2 miles to the SW corner of the NW 1/4 of Section 7, Twp. 30 N., R. 4 E., B.M.; thence south 10 1/2 miles along the range line common to R. 3 & 4 E. B.M.

to the SW corner of Section 31, Twp. 29 N., R. 4 E. B.M.; thence east 1.8 miles to the NE corner of Section 5, Twp. 28 N., R. 4 E. B.M.; thence south 18 miles to the SE corner of Section 32, Twp. 26 N., R. 4 E. B.M.; thence west approximately 640 feet to the NE corner of Section 5, Twp. 25 N., R. 4 E. B.M.; thence south 5.7 miles to the SE corner of Section 32, Twp. 25 N., R. 4 E. B.M.; thence west 2 miles to the SW corner of Section 31, Twp. 25 N., R. 4 E., B.M.; thence south approximately 350 feet to the NE corner of Section 1, Twp. 24 N. R. 3. E. B.M.; thence west 12 miles to the SW corner of Section 31, Twp. 25 N., R. 2 E. B.M.; thence north approximately 6 miles to the NW corner of Section 6, Twp. 25 N., R. 2 E. B.M.; thence east approximately 1400 feet to the SW corner of Section 31, Twp. 26 N., R. 2 E. B.M.; thence north 4 miles to SE corner of Section 12, Twp. 26 N., R. 1 E. B.M.; thence west 6 miles to the SW corner of Section 7, Twp. 26 N., R. 1 E. B.M.; thence south 4 miles to the SE corner of Section 36, Twp. 26 N., R. 1 W. B.M.; thence west approx. 6 3/4 miles along the southern boundary of Township 26 North to its intersection with the centerline of the channel of the Snake River; thence downstream along the center of the channel of the Snake River to the mouth of the Salmon River, to the POINT OF BEGINNING.

Proposed Legal Description of Grangeville School District #246

Trustee Zones

Proposed Legal Description for Grangeville School District #246 Trustee Zone 1

Beginning at the intersection of Main Street and State Street, City of Grangeville;

thence northerly along State Street to the intersection with the County Road (Grangeville Truck Route);

thence west along said county road approximately three-quarters (¾) of a mile to the intersection with Day Road;

thence north along Day Road approximately one and three-quarters (1 ¾) miles to the intersection with Prairie Road;

thence west along Prairie Road approximately one-quarter (¼) of a mile to the intersection with Day Road;

thence north along Day Road approximately one (1) mile to the intersection with Halford Road;

thence west along Halford Road approximately one (1) mile to the intersection with Old Highway 7;

thence north along Old Highway 7 approximately one half (1/2) mile to the intersection with McBoyle Road;

thence west along McBoyle Road approximately one (1) mile to the intersection with FAS road 4749 (aka Zumwalt Road);

thence south along FAS road 4749 approximately three (3) miles to the intersection with U.S. Highway 95;

thence east along U.S. Highway 95 approximately one-half (½) mile to the intersection with Johnston Road;

thence south approximately three-quarters (¾) of a mile along Johnston Road to the intersection with Johns Creek;

thence northwesterly along Johns Creek approximately five and one-quarter (5 ¼) miles to the intersection with Rock Creek;

thence northwesterly along Rock Creek approximately four and one-quarter (5 ¼) miles to the intersection with the south boundary of Section 8, Twp. 30 N., R. 1 E., B.M.;

thence east along said south boundary to the southeast section corner of said Section 8;

thence north two (2) miles to the NW corner of Section 4, Twp. 30 N., R. 1 E. B.M.;

thence east one-half (½) mile; thence north one (1) mile; thence west one-half (½) mile; thence north two (2) miles to the NW corner of Section 21, Twp. 31 N., R. 1 E. B.M.;

thence east one (1) mile to the NE corner of said Section 21; thence south approximately 2470 feet to a point 170 feet north of the east-west centerline of said Section 21; thence west 170 feet; thence south 170 feet to the east-west centerline of said Section 21; thence east 170 feet to the northeast corner of the SE 1/4 of said Section 21;

thence south one (1) mile; thence east one (1) mile; thence north one-half (½) mile; thence east approximately one and three-quarters (1 ¾) miles to the SW corner of the SE¼ SE¼ of Section 24, Twp. 31 N., R. 1 E. B.M.;

thence north approximately one-half (½) mile to the NW corner of the NE¼ SE¼ of said Section 24; thence west approximately three-quarters (¾) of a mile to the NW corner of the SW¼ of said Section 24; thence north approximately one and one-half (1 ½) miles to the NW corner of Section 13, Twp. 31 N., R. 1 E. B.M.;

thence east one (1) mile; thence north one (1) mile; thence west one (1) mile; thence north one-half (½) mile; thence east three (3) miles; thence south one-half (½) mile; thence east one and one-half (1 ½) miles to the NE corner of the NW¼ of Section 10, Twp. 31 N., R. 2 E. B.M.;

thence north one and three-quarters (1 ¾) miles to the NW corner of the SW¼ NE¼ of Section 34, Twp. 32 N., R. 2 E. B.M.;

thence east one-quarter (¼) mile; thence north one-quarter (¼) mile; thence east five and three-quarters (5 ¾) miles to the north-south mid-section line for Secs. 34 and 27, Twp. 32 N, R. 3 E. B.M.;

thence north three-quarters (¾) of a mile; thence east one-half (½) mile to the SE corner of the NE¼ NE¼ of said Section 27; thence north one-quarter (¼) mile to the northwest corner of Section 26, Twp. 32 N., R. 3 E. B.M.;

thence east two (2) miles to the NE corner of Section 25, Twp. 32 N., R. 3 E. B.M.;

thence south four and one-half (4 ½) miles to the NW corner of SW¼ of Section 18, Twp. 31 N., R. 4 E. B.M.;

thence east one-quarter (¼) mile; thence south one-half (½) mile; thence east along the south line of said Section 18 to the intersection with Lukes Gulch Road; thence south one (1) mile;

thence southwesterly approximately two and one-thirds (2 ⅓) miles to the northwest corner of the SW¼ SW¼ of Section 36, Twp. 31 N., R. 3 E., B.M.;

thence southwesterly to a point on Workman Road at the approximate southwest corner of the SE¼ of Section 35 Twp. 31 N., R. 3 E., B.M.;

thence west along Workman Road approximately one and one-half (1 ½) miles; thence south along Fairview Road to the intersection with State Highway 13; thence westerly along State Highway 13 (and Main Street) approximately two and one-thirds (2 ⅓) miles to the Point of Beginning.

Proposed Legal Description for Grangeville School District #246 Trustee Zone 2

Beginning at the intersection of Main Street and State Street, City of Grangeville;

thence northerly along State Street to the intersection with the County Road (Grangeville Truck Route);

thence west along said county road approximately three-quarters (¾) of a mile to the intersection with Day Road;

thence north along Day Road approximately one and three-quarters (1 ¾) miles to the intersection with Prairie Road;

thence west along Prairie Road approximately one-quarter (¼) of a mile to the intersection with Day Road;

thence north along Day Road approximately one (1) mile to the intersection with Halford Road;

thence west along Halford Road approximately one (1) mile to the intersection with Old Highway 7;

thence north along Old Highway 7 approximately one half (1/2) mile to the intersection with McBoyle Road;

thence west along McBoyle Road approximately one (1) mile to the intersection with FAS road 4749 (aka Zumwalt Road);

thence south along FAS road 4749 approximately three (3) miles to the intersection with U.S. Highway 95;

thence east along U.S. Highway 95 approximately one-half (½) mile to the intersection with Johnston Road;

thence south approximately three-quarters (¾) of a mile along Johnston Road to the intersection with Cash Lane;

thence east along Cash Lane approximately one (1) mile;

thence south along Cash Lane approximately one-quarter (¼) of a mile to the intersection with U.S. Highway 95;

thence easterly along U.S. Highway 95 to the intersection with Main Street, City of Grangeville;

thence easterly along Main Street to the intersection with State Street, the Point of Beginning.

(Also known as Voter Precinct 11 Grangeville 2)

Proposed Legal Description for Grangeville School District #246 Trustee Zone 3

Beginning at the intersection of Main Street and Idaho Avenue in the City of Grangeville; thence running in a southerly direction along Idaho Avenue to the southern boundary of the City of Grangeville;

thence westerly following the southern boundary of the City of Grangeville to the southwest corner thereof;

thence due west to U.S. Highway 95;

thence in a southwesterly direction along U.S. Highway 95 approximately seven and one-quarter (7 ¼) miles to the intersection with Old U.S. Highway 95 (aka Old White Bird Hill Road) north of Poe Saddle;

thence northeasterly along Old U.S. Highway 95 (aka Old White Bird Hill Road) approximately two and one-quarter (2 ¼) miles in a northeasterly direction to the intersection with Service Flats Road;

Thence easterly along Service Flats Road approximately six (6) miles to the intersection with Goose Creek;

thence southerly along Goose Creek approximately three and three-quarters (3 ¾) miles to the North Fork of White Bird Creek;

thence easterly along the North Fork of White Bird Creek approximately two and one-half (2 ½) miles to Goodwin Creek;

thence southerly along Goodwin Creek approximately three-quarters (¾) of a mile to the intersection with Forest Service Road 479;

thence northeasterly along Forest Service Road 479 approximately five-hundred fifty (550) feet to the intersection with FAS 4701 Road (aka Grangeville Salmon Road)

thence northerly along said FAS 4701 Road approximately eleven and three-quarters (11 ¾) miles to a point between Section 5, Township 29 North, Range 3 East, B.M. and Section 32, Township 30 North, Range 3 East, B.M.;

thence west approximately one-eighth (1/8) mile to Threemile Creek;

thence northerly along Threemile Creek approximately two and one-half (2 ½) miles to the intersection with Main Street in the City of Grangeville;

thence westerly along said Main Street to the intersection with Idaho Avenue, the Place of Beginning.

(Also known as voter precinct 13 Grangeville 4)

Proposed Legal Description for Grangeville School District #246 Trustee Zone 4

Beginning at the intersection of Threemile Creek with Main Street in the City of Grangeville;

thence southerly along Threemile Creek approximately two and one-half (2 ½) miles to a point on the north line of Section 5, Twp. 29 N., R. 3 E., B.M.;

thence east along said north line approximately one-eigth (⅛) mile to the intersection with FAS 4701 Road (aka Grangeville Salmon Road);

thence southerly along FAS 4701 Road approximately eleven and three-quarters (11 ¾) miles to the intersection with Forest Service Road 479;

thence southeasterly continuing along FAS 4701 (Grangeville Salmon Road) approximately three and three-quarters (3 ¾) miles to the intersection with Milner Trail Road;

thence northeasterly along Milner Trail Road approximately two-thirds (⅔) of a mile to the intersection with Forest Service Road 641;

thence southerly along Forest Service Road 641 approximately one-half (½) mile to the intersection with Forest Service Road 2009;

thence northeasterly along Forest Service Road 2009 approximately two and one-half (2 ½) miles to the intersection with the south line of Section 31, Twp. 29 N., R. 4 E., B.M.;

thence west along said south line approximately eight-tenths (0.8) of a mile to the southwest corner of said Section 31;

thence north along the range line approximately ten and one-half (10 ½) miles to the northwest corner of the SW¼ of Section 7, Twp. 30 N., R. 3 E., B.M.;

thence east two (2) miles; thence north four and one-half (4 ½) miles; thence west one (1) mile; thence north one-half mile to the northeast corner of the SE¼ of Section 18, Twp. 31 N., R. 4 E. B.M.;

thence west approximately three-quarters (¾) of a mile; thence south one-half (½) mile; thence east along the south line of said Section 18 to the intersection with Lukes Gulch Road; thence south one (1) mile;

thence southwesterly approximately two and one-thirds (2 ⅓) miles to the northwest corner of the SW¼ SW¼ of Section 36, Twp. 31 N., R. 3 E., B.M.;

thence southwesterly to a point on Workman Road at the approximate southwest corner of the SE¼ of Section 35 Twp. 31 N., R. 3 E., B.M.;

thence west along Workman Road approximately one and one-half (1 ½) miles; thence south along Fairview Road to the intersection with State Highway 13; thence westerly along State Highway 13 (and Main Street) approximately two (2) miles to the Point of Beginning.

Proposed Legal Description for Grangeville School District #246 Trustee Zone 5

BEGINNING at the junction of the centerline of the channels of the Salmon and Snake Rivers; thence along the centerline of the channel of the Salmon River upstream to a point where the Boise Meridian intersects the centerline of the channel of the Salmon River; thence south along the Boise Meridian approximately one (1) mile to the NE corner of Section 1, Twp. 29 N., R 1 W. B.M.;

thence east two (2) miles to the southwest corner of Section 33, Twp. 30 N., R. 1 W. B.M.;

thence north one (1) mile to the northwest corner of said Section 33; thence west one (1) mile to the southwest corner of Section 29, Twp. 30 N., R. 1 W. B.M.;

thence north three (3) miles to the northwest corner of Section 17, Twp. 30 N., R. 1 W. B.M.;

thence east one (1) mile along the north line of said Section 17 to the intersection with Rock Creek;

thence southeasterly along Rock Creek approximately five and one-quarter (5 ¼) miles to the intersection with Johns Creek;

thence southeasterly along Johns Creek approximately five and one-quarter (5 ¼) miles to the intersection with Johnston Road;

Thence south along Johnston Road to the intersection with Cash Lane;

thence easterly along Cash Lane approximately one (1) mile;

thence south along Cash Lane approximately one-quarter (¼) of a mile to the intersection with U.S. Highway 95;

thence easterly along U.S. Highway 95 to the intersection with Main Street, City of Grangeville;

thence easterly along Main Street to the intersection with Idaho Avenue;

thence southerly along Idaho Avenue to the southern boundary of the City of Grangeville;

thence westerly following the southern boundary of the City of Grangeville to the southwest corner thereof;

thence due west to U.S. Highway 95;

thence in a southwesterly direction along U.S. Highway 95 approximately seven and one-quarter (7 ¼) miles to the intersection with Old U.S. Highway 95 (aka Old White Bird Hill Road) north of Poe Saddle;

thence northeasterly along Old U.S. Highway 95 (aka Old White Bird Hill Road) approximately two and one-quarter (2 ¼) miles in a northeasterly direction to the intersection with Service Flats Road;

Thence easterly along Service Flats Road approximately six (6) miles to the intersection with Goose Creek;

thence southerly along Goose Creek approximately three and three-quarters (3 ¾) miles to the North Fork of White Bird Creek;

thence easterly along the North Fork of White Bird Creek approximately two and one-half (2 ½) miles to Goodwin Creek;

thence southerly along Goodwin Creek approximately three-quarters (¾) of a mile to the intersection with Forest Service Road 479;

thence northeasterly along Forest Service Road 479 approximately five-hundred fifty (550) feet to the intersection with FAS 4701 Road (aka Grangeville Salmon Road);

thence southeasterly along FAS 4701 (Grangeville Salmon Road) approximately three and three-quarters (3 ¾) miles to the intersection with Milner Trail Road;

thence northeasterly along Milner Trail Road approximately two-thirds (⅔) of a mile to the intersection with Forest Service Road 641;

thence southerly along Forest Service Road 641 approximately one-half (½) mile to the intersection with Forest Service Road 2009;

thence northeasterly along Forest Service Road 2009 approximately two and one-half (2 ½) miles to the intersection with the south line of Section 31, Twp. 29 N., R. 4 E., B.M.;

thence east one (1) mile to the northeast corner of Section 5, Twp. 28 N. R. 4 E., B.M.;

thence south eighteen (18) miles to the SE corner of Section 32, Twp. 26 N., R. 4 E. B.M.;

thence west approximately six-hundred forty (640) feet to the NE corner of Section 5, Twp. 25 N., R. 4 E. B.M.;

thence south five and seven-tenths (5.7) miles to the SE corner of Section 32, Twp. 25 N., R. 4 E. B.M.;

thence west two (2) miles to the SW corner of Section 31, Twp. 25 N., R. 4 E., B.M.;

thence south approximately three-hundred fifty (350) feet to the NE corner of Section 1, Twp. 24 N., R. 3. E., B.M.;

thence west twelve (12) miles to the SW corner of Section 31, Twp. 25 N., R. 2 E. B.M.;

thence north approximately six (6) miles to the NW corner of Section 6, Twp. 25 N., R. 2 E. B.M.;

thence east approximately fourteen-hundred (1400) feet to the SW corner of Section 31, Twp. 26 N., R. 2 E. B.M.;

thence north four (4) miles to SE corner of Section 12, Twp. 26 N., R. 1 E. B.M.;

thence west six (6) miles to the SW corner of Section 7, Twp. 26 N., R. 1 E. B.M.;

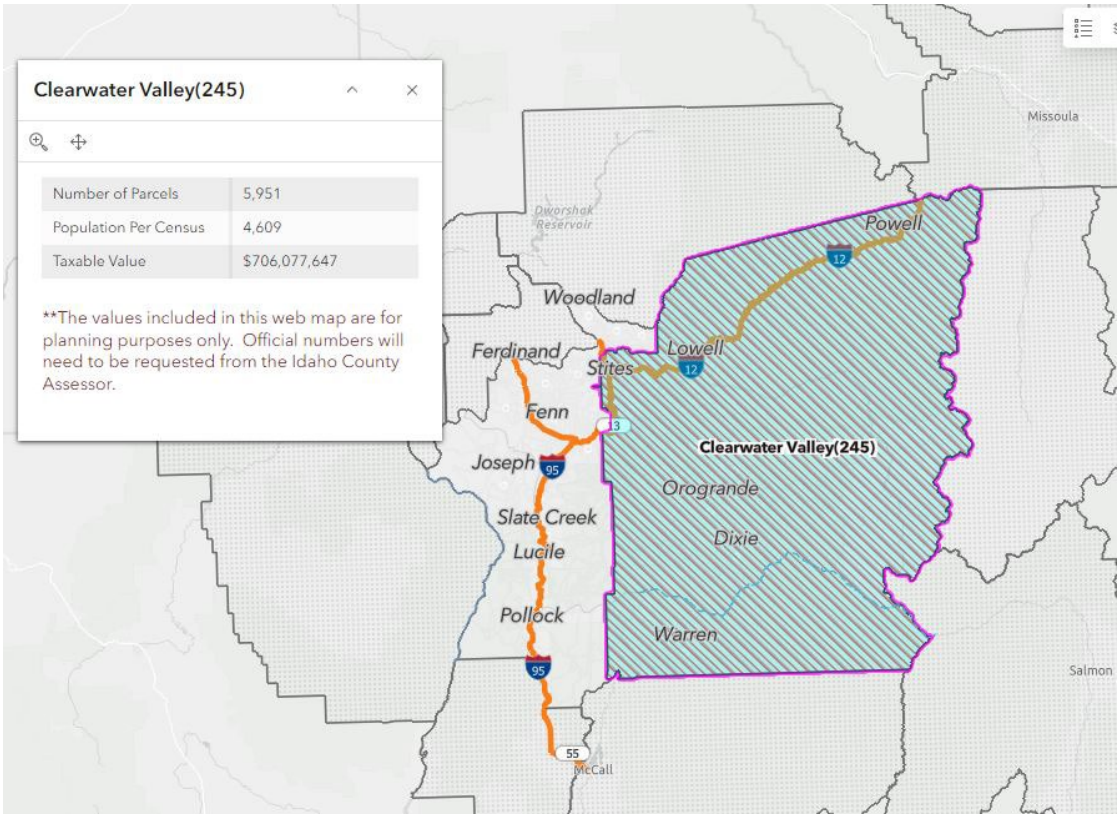
thence south four (4) miles to the SE corner of Section 36, Twp. 26 N., R. 1 W. B.M.;

thence west approximately six and three-quarters (6 ¾) miles along the southern boundary of Township 26 North to its intersection with the centerline of the channel of the Snake River; thence downstream along the center of the channel of the Snake River to the mouth of the Salmon River, the Point of Beginning.

Appendix C

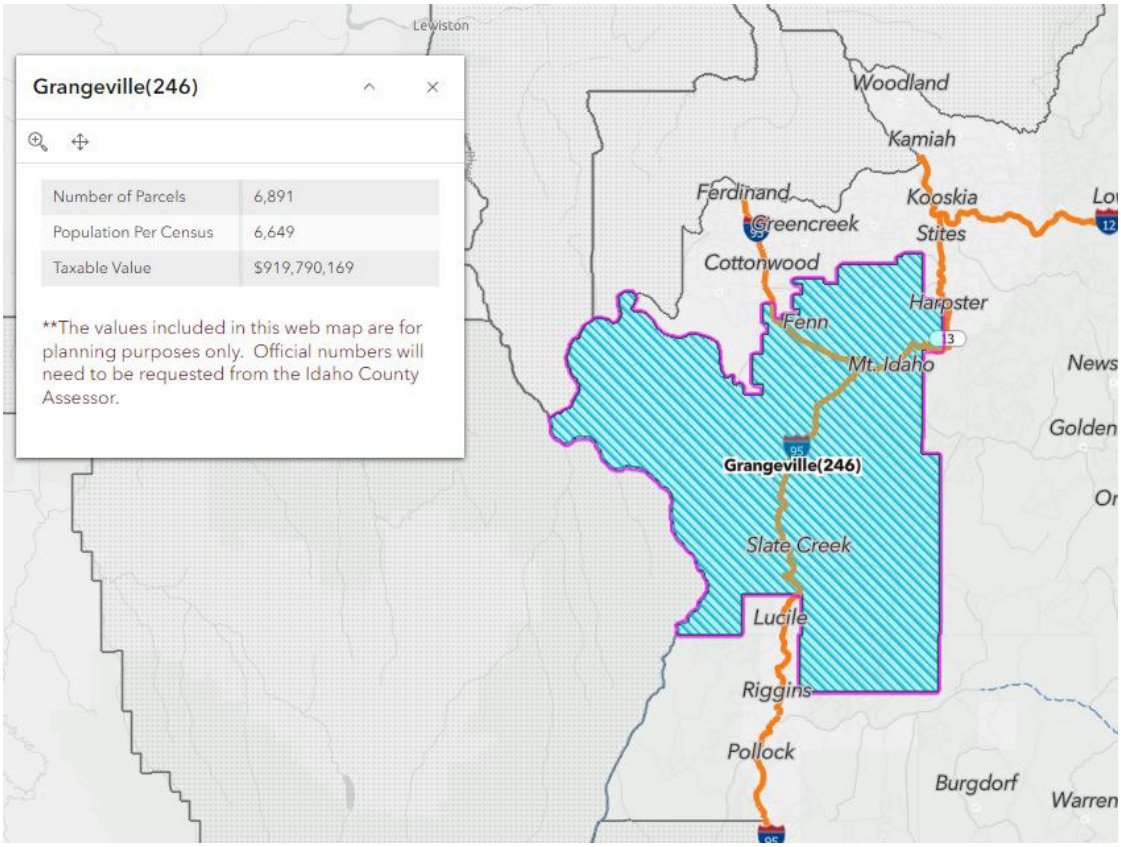
Map of the proposed Clearwater Valley School District #245

https://idahocounty.maps.arcgis.com/apps/dashboards/4a09cc2fc71c49718e208ef49f09ebd1



Map of the proposed Grangeville School District #246

https://idahocounty.maps.arcgis.com/apps/dashboards/4a09cc2fc71c49718e208ef49f09ebd1



Appendix D

Links to Public Hearing Recordings

- Grangeville, Idaho - Grangeville High School Library - October 17, 2024 - 8:00 p.m.
    - https://www.youtube.com/watch?v=5Uzv9yN18zM&t=2s
- Elk City, Idaho - Elk City Elementary - October 22, 2024 - 6:00 p.m.
    - https://www.youtube.com/watch?v=Zje1eQcwy9c
- Kooskia, Idaho - Clearwater Valley Junior Senior High School Library - October 23, 2024 - 6:00 p.m.
    - https://www.youtube.com/watch?v=plMXP0UuJY8
- Grangeville, Idaho - Grangeville High School Library - November 6, 2024 - 6:00 p.m.
    - https://youtu.be/9JDCF7C1ee8

Appendix E

Relevant Idaho Code Sections

33-305

TITLE 33

EDUCATION

CHAPTER 3

SCHOOL DISTRICTS

33-305. Naming and numbering school districts. Each school district as the same is organized on the effective date of this act shall bear the same number as theretofore. Excepting specially chartered school districts, each school district operating a secondary school, or secondary schools, on said date shall be designated by number and county, after the following style:

School District No. .., …. County, State of Idaho, or Joint School District No. .., …., …., (and ….) Counties, State of Idaho.

Each school district which, on the effective date of this act, is maintaining only an elementary school, or elementary schools, shall be designated after the following style:

Elementary School District No. .., …. County, State of Idaho, or Joint Elementary School District No. .., …., …., (and ….) Counties, State of Idaho.

Joint districts shall be designated by the same number in each county in which the district lies, or shall lie.

Wherever the term "school district" appears in this act, it shall mean and include any school district, joint school district, elementary school district, joint elementary school district or specially chartered school

district, unless a more limited meaning is clearly expressed and intended, or unless any provision of a charter is contrary thereto.

History:

[33-305, added 1963, ch. 13, sec. 35, p. 27.]

33-306

TITLE 33

EDUCATION

CHAPTER 3

SCHOOL DISTRICTS

33-306. Boundaries of school districts. There shall be no part of the area of the state of Idaho not included in the area of some school district.

A legal description of the boundaries of each school district, as now or hereafter established, shall be kept by the state board of education and by the board of county commissioners in each county in which any school district, or any part thereof, shall lie.

History:

[33-306, added 1963, ch. 13, sec. 36, p. 27.]

33-310

TITLE 33

EDUCATION

CHAPTER 3

SCHOOL DISTRICTS

33-310. Consolidation of school districts. The boards of trustees of two (2) or more contiguous school districts may submit to the state board of education a plan for the consolidation of their districts into a single new district.

The plan shall contain as a minimum the following, and in addition any other information required by the state board of education:

(1) A map or maps showing the boundaries of the proposed new district, the boundaries of the component consolidating districts, the location of existing schoolhouses or other facilities of the component districts, the proposed trustee zones, and the proposed transportation routes if any;

(2) A legal description of the boundaries of the proposed new school district and of the trustee zones proposed, with estimates of the population in each such zone;

(3) The assessed value of taxable property of each component consolidating district and of the entire proposed new district;

(4) Outstanding general obligation bonds of any component consolidating district, sinking funds accumulated, and estimated proceeds of sinking fund levies in process of collection;

(5) Whether any component district has established a plant facilities reserve fund, and if so the amount on hand in such fund, the obligations against the fund, and the levy being made for such fund together with estimate of the proceeds of such levy in process of collection;

(6) The amount of any outstanding and unpaid bonds that will become the obligation of the subdistricts, pursuant to section 33-311, Idaho Code, after the application of any plant facility reserve funds, pursuant to section 33-901, Idaho Code. The plan shall also show for each subdistrict the estimated amount of state subsidies to be received, the estimated bond levy rate and the year in which the last levy will be made;

(7) If a joint district, the designation of the home county;

(8) The official name and number of the proposed new district; and

(9) How the property, real and personal, of former districts shall vest in the new district.

Before submitting any proposal for consolidating school districts to the state board of education, the board of trustees of each proposing district shall first call and cause to be held, within said district, a hearing on the proposal. Notice of the time and place of such hearing shall be given, by each such district, by two (2) publications in a newspaper of general circulation in the district, the first and last publications being not less than six (6) days apart.

At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation if and when it is submitted to the state board of education.

Following any hearing, it shall be within the discretion of the board of trustees of any proposing district whether it shall further proceed in the plan for consolidating the districts.

History:

[33-310, added 1963, ch. 13, sec. 40, p. 27; am. 2007, ch. 79, sec. 1, p. 209.]

33-311

TITLE 33

EDUCATION

CHAPTER 3

SCHOOL DISTRICTS

33-311. Plan of consolidation submitted to electors. The state board of education may approve or disapprove any plan proposing consolidation, and if it approves the same the department of education shall give notice thereof to the board of trustees of each school district proposing to consolidate and to the board of county commissioners in each county in which the proposed consolidated district would lie. Notice to the board of county commissioners shall include the legal description of the boundaries of the proposed consolidated district and a brief statement of the approved proposal, and shall be accompanied by a map of the proposed consolidated district.

Not more than ten (10) days after receiving the notice from the state department of education, each board of county commissioners receiving such notice shall enter the order calling for an election on the question of approving or disapproving, and shall cause notice of such election to be published. The notice shall be published, the election shall be held and conducted and its results canvassed, in the manner and form of title 34, Idaho Code.

If the qualified school electors of any one (1) district proposing to consolidate, and voting in the election, shall constitute a majority of all such electors voting in the entire area of the proposed consolidated district, the proposed consolidation shall not be approved unless a majority of such electors in such district, voting in the election, and a majority of such electors in each of the remaining districts, voting in the election, shall approve the proposed consolidation.

If the qualified school electors in no one (1) of the districts proposing to consolidate, and voting in the election, constitute a majority of all such electors voting in the entire area of the proposed consolidated district, the proposed consolidation shall not be approved unless a

majority of all such electors in each district, voting in the election, shall approve the proposed consolidation.

In any plan of consolidation the existing bonded debt of any district or districts proposing to consolidate, shall not become the obligation of the proposed consolidated school district. The debt or debts shall remain an obligation of the property within the districts proposing the consolidation. Upon voter approval of the proposed consolidation, the districts proposing to consolidate shall become subdistricts of the new district as if they had been created under the provisions of section 33-351, Idaho Code. The subdistricts shall be called bond redemption subdistricts. The powers and duties of such bond redemption subdistricts shall not include authority to incur new indebtedness within the subdistricts.

When a consolidation is approved, as hereinabove prescribed, a new school district is thereby created. The board of canvassers shall thereupon promptly notify the state department of education and the affected school districts of such result. The superintendent of public instruction shall make an appropriate order showing the creation of the district, a legal description of its boundaries, and the legal descriptions of the boundaries of the affected school districts as prescribed in section 33-308, Idaho Code.

History:

[33-311, added 1963, ch. 13, sec. 41, p. 27; am. 1985, ch. 237, sec. 1, p. 562; am. 1989, ch. 296, sec. 2, p. 725; am. 2009, ch. 107, sec. 3, p. 341; am. 2009, ch. 341, sec. 25, p. 1009.]

33-312

TITLE 33

EDUCATION

CHAPTER 3

SCHOOL DISTRICTS

33-312. Division of school district. A school district may be divided so as to form not more than two (2) districts each of which must have contiguous boundaries, in the manner hereinafter provided, except that any district which operates and maintains a secondary school or schools shall not be divided unless the two (2) districts created out of the division shall each operate and maintain a secondary school or schools immediately following such division.

A proposal to divide a school district may be initiated by its board of trustees and submitted to the state department of education. Such proposal shall contain all of the information required in a proposal to consolidate school districts as may be relevant to a proposal to divide a school district. It shall also show the manner in which it is proposed to divide or apportion the property and liabilities of the district, the names and numbers of the proposed new districts, and legal description of the proposed trustee zones.

Before submitting any proposal to divide a school district, the board of trustees shall hold a hearing or hearings on the proposal within the district. Notice of such hearing or hearings shall be posted by the clerk of the board of trustees in not less than three (3) public places within the district, one (1) of which places shall be at or near the main door of the administrative offices of the school district, for not less than ten (10) days before the date of such hearing or hearings.

The department of education shall present any such proposal to the state board of education, which may approve or disapprove the proposal, and the department of education shall give notice thereof in the manner of a proposal to consolidate school districts; except, that the state board of education shall not approve any proposal which would result in a district to be created by the division having or assuming a bonded debt

in an amount exceeding the limitations imposed by law, or which would leave the area of any city in more than one (1) school district.

If the state board of education shall approve the proposal to divide the district, notice of the election shall be published and the election shall be held subject to the provisions of section 34-106, Idaho Code. The election shall be conducted, and the ballots shall be canvassed, according to the provisions of title 34, Idaho Code. The division shall be approved only if a majority of all votes cast at said special election by the school district electors residing within the entire existing school district and voting in the election are in favor of the division of such district, and a majority of all votes cast at said special election by the qualified voters within that portion of the proposed new district having a minority of the number of qualified voters, such portion to be determined by the number of votes cast in each area which is a contemplated new district, are in favor of the division of the district, and upon such approval two (2) new school districts shall be thereby created. The organization and division of all school districts which have divided since June 30, 1963, are hereby validated.

If the division is approved, as herein provided, two (2) new school districts are thereby created. The board of canvassers shall thereupon promptly notify the state department of education and the affected school districts of such result. The superintendent of public instruction shall make an appropriate order showing the creation of the districts and a legal description of the boundaries, and the legal descriptions of the affected school districts shall be altered, as prescribed in section 33-307, Idaho Code.

History:

[33-312, added 1963, ch. 13, sec. 42, p. 27; am. 1963, ch. 175, sec. 1, p. 501; am. 1965, ch. 272, sec. 1, p. 699; am. 1969, ch. 152, sec. 1, p. 478; am. 2009, ch. 107, sec. 4, p. 342; am. 2009, ch. 341, sec. 26, p. 1010; am. 2011, ch. 151, sec. 14, p. 425.]

33-313

TITLE 33

EDUCATION

CHAPTER 3

SCHOOL DISTRICTS

33-313. Trustee zones. (1) Each elementary school district shall be divided into three (3) trustee zones and each other school district shall be divided into no fewer than five (5) nor more than nine (9) trustee zones according to the provisions of section 33-501, Idaho Code. A school district that has had a change in its district boundaries because of consolidation on and after January 1, 2008, shall divide trustee zones so that each former district in the new district shall not be split into different trustee zones, unless the provisions of subsection (2) of this section cannot be satisfied.

(2) Any proposal to define the boundaries of the several trustee zones in each such school district shall include the determination, where appropriate, of the number of trustee zones in such district, and the date of expiration of the term of office for each trustee. The boundaries of the several trustee zones in each such school district shall be defined and drawn so that, as reasonably as may be, each such zone shall have approximately the same population.

(3) Whenever the area of any district has been enlarged by the annexation of all or any part of another district, or by the correction of errors in the legal description of school district boundaries, any such additional territory shall be included in the trustee zone or zones contiguous to such additional territory until such time as the trustee zones may be redefined and changed. Trustee zones may be redefined and changed not more than once every five (5) years in the manner hereinafter provided.

(4) A proposal to redefine and change trustee zones of any district may be initiated by its board of trustees and shall be initiated by its board of trustees at the first meeting following the report of the decennial census, and submitted to the state board of education, or by petition signed by not less than fifty (50) school electors residing in the district, and presented to the board of trustees of the district. Within one hundred twenty (120) days following the decennial census or the receipt of a petition to redefine and change the trustee zones of a district the board of trustees shall prepare a proposal for a change which will equalize the population in each zone in the district and shall submit the proposal to the state board of education. Any proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have, should the proposal to change any trustee zones become effective.

(5) Within sixty (60) days after it has received the said proposal the state board of education may approve or disapprove the proposal to redefine and change trustee zones and shall give notice thereof in writing to the board of trustees of the district wherein the change is proposed. Should the state board of education disapprove a proposal, the board of trustees shall, within forty-five (45) days, submit a revised proposal to the state board of education. Should the state board of education approve the proposal, it shall notify the school district, the trustee zones shall be changed in accordance with the proposal and a copy of the legal description of each trustee zone and map of the district showing how each trustee zone will appear shall be filed by the school district with the county clerk.

(6) At the next regular meeting of the board of trustees following the approval of the proposal the board shall appoint from its membership a trustee for each new zone to serve as trustee until that incumbent trustee’s term expires. If the current board membership includes two (2) incumbent trustees from the same new trustee zone, the board will select the incumbent trustee with the most seniority as a trustee to serve the remainder of his term. If

both incumbent trustees have equal seniority, the board will choose one (1) of the trustees by the drawing of lots. If there is a trustee vacancy in any of the new zones, the board of trustees shall appoint from the patrons resident in that new trustee zone, a person from that zone to serve as trustee until the next annual meeting. At the annual election a trustee shall be elected to serve during the term specified in the election for the zone. The elected trustee shall assume office at the annual meeting of the school district next following the election.

History:

[33-313, added 1963, ch. 13, sec. 43, p. 27; am. 1967, ch. 403, sec. 1, p. 1214; am. 1969, ch. 412, sec. 1, p. 1143; am. 1973, ch. 125, sec. 1, p. 236; am. 1979, ch. 271, sec. 1, p. 705; am. 1984, ch. 94, sec. 1, p. 218; am. 1989, ch. 121, sec. 1, p. 267; am. 1990, ch. 31, sec. 1, p. 46; am. 1994, ch. 182, sec. 1, p. 599; am. 2001, ch. 163, sec. 1, p. 572; am. 2008, ch. 351, sec. 1, p. 968; am. 2009, ch. 341, sec. 27, p. 1011; am. 2014, ch. 162, sec. 2, p. 455.]

33-402

TITLE 33

EDUCATION

CHAPTER 4

SCHOOL ELECTIONS

33-402. Notice requirements. (1) Notice of annual meeting of elementary school districts as provided for in section 33-510, Idaho Code, and of intent to discontinue a school, as provided for in section 33-511, Idaho Code, and annual budget hearing as provided for in section 33-801, Idaho Code, shall be given by posting for not less than ten (10) days, and publishing once in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published in the county in which such district lies. If more than one (1) newspaper is printed and published in said district or county, then in the newspaper most likely to give best general notice of the election within said district; provided that if no newspaper is published in the said district or county, then in a newspaper as provided in section 60-106, Idaho Code, most likely to give best general notice of the election within the district. If a financial emergency has been declared pursuant to section 33-522, Idaho Code, the notice of annual meeting and the notice of the annual budget hearing shall be posted pursuant to subsection (2) of this section, for not less than five (5) days, and by such further notice as shall provide reasonable notice to the patrons of the school district if publication in a newspaper is not feasible.

(2) Notices calling for bids for the acquisition, use, or disposal of real and personal property as provided for in section 33-601, Idaho Code, and contracting for transportation services as provided for in section 33-1510, Idaho Code, shall be given in a newspaper of general circulation as required by chapter 1, title 60, Idaho Code, except that the notice for contracting for transportation services shall be made not less than four (4) weeks before the date of opening bids.

(3) Proof of posting notice shall be upon the affidavit of the person posting the same; and proof of publication shall be upon the affidavit

of the publisher of the newspaper or newspapers respectively. Such affidavits shall be filed with the board by the clerk responsible for the posting and the publishing of said notice.

History:

[(33-402) 1963, ch. 13, sec. 45, p. 27; am. 1972, ch. 93, sec. 1, p. 203; am. 1978, ch. 65, sec. 1, p. 131; am. 1979, ch. 130, sec. 1, p. 401; am. and redesignated 1982, ch. 60, sec. 2, p. 108; am. 1985, ch. 235, sec. 1, p. 558; am. 1992, ch. 187, sec. 1, p. 581; am. 1997, ch. 40, sec. 1, p. 75; am. 2005, ch. 213, sec. 4, p. 638; am. 2007, ch. 166, sec. 1, p. 494; am. 2009, ch. 171, sec. 1, p. 541; am. 2009, ch. 341, sec. 32, p. 1014; am. 2011, ch. 151, sec. 15, p. 426.]

33-404

TITLE 33

EDUCATION

CHAPTER 4

SCHOOL ELECTIONS

33-404. Places elections to be held. In elections involving excision and annexation of territory, or the consolidation of school districts, or the division of a school district, each notice of election shall designate that polling places shall be established, as follows:

In an election involving excision and annexation of territory, polling places shall be established pursuant to section 34-302, Idaho Code, in the district to which the territory or area is to be annexed; in the territory or area to be annexed; and in the remainder of the school district from which the territory or area is to be excised.

In an election involving consolidation of school districts, polling places shall be established pursuant to section 34-302, Idaho Code.

In an election involving the division of a school district, polling places shall be established pursuant to section 34-302, Idaho Code.

In any school election held within a joint school district, polling places shall be designated and established pursuant to section 34-302, Idaho Code, within such district, in each county.

History:

[(33-404) 1963, ch. 13, sec. 47, p. 27; am. and redesignated 1982, ch. 60, sec. 7, p. 112; am. 1983, ch. 37, sec. 1, p. 88; am. 2009, ch. 341, sec. 34, p. 1016.]

33-505

TITLE 33

EDUCATION

CHAPTER 5

DISTRICT TRUSTEES

33-505. Board of trustees, district newly created. (1) Within ten (10) days after the entry of any order creating a new school district by the consolidation of districts or parts thereof, the trustees of all school districts involved in the consolidation shall meet at the call of the state superintendent of public instruction or his designee and, from their number, shall select a board of trustees of the new district representing each of the merged districts in an equal number to serve as follows: if two (2) districts consolidated, one (1) member representing the board of trustees of each district shall serve until the annual election of trustees next following; one (1) member representing the board of trustees of each district shall serve until the annual election the following year; and one (1) member appointed by the other four (4) members shall serve until the annual election in the year after that. If three (3) or more districts consolidated, three (3) members shall serve until the annual election of trustees next following; three (3) members shall serve until the annual election the following year; and one (1) member appointed by the other six (6) members shall serve until the annual election in the year after that. If the number of merged districts is greater than three (3), the superintendent of public instruction shall appoint as equally as possible from trustees of the previous districts so that each district, if possible, has representation on the consolidated district's board of trustees. The superintendent shall stagger the terms of his appointments so that an equal number of appointees' terms expire annually and those trustees shall sit for election. Thereafter, all trustees who are elected shall serve terms as provided in section 33-501, Idaho Code, for a board of trustees of a school district. The board of trustees shall report the names of

said trustees to the state board of education. The board of trustees of the newly consolidated school district shall expeditiously redraw the trustee zones pursuant to section 33-313, Idaho Code.

(2) The state board of education, at its first meeting next following receipt of notice of the creation of new school districts by the division of a district, shall appoint a board of trustees for each such new district, to serve until January 1 following the next election for school district trustees.

(3) Boards of trustees selected or appointed as in this section provided shall forthwith meet and organize as provided in section 33-506, Idaho Code, and thereupon the board of trustees of any district, the whole of which has been incorporated within the new district, or which was divided as the case may be, shall be dissolved and its powers and duties shall cease. Prior to the notice of annual election of trustees next following, the board of trustees of each school district created by consolidation or by division of districts shall determine by lot or by agreement from which of the trustee zones the trustees therefor shall be elected. Thereafter each trustee shall be elected for a term of four (4) years.

History:

[33-505, added 1963, ch. 13, sec. 55, p. 27; am. 2008, ch. 351, sec. 3, p. 970; am. 2009, ch. 341, sec. 43, p. 1019; am. 2018, ch. 164, sec. 3, p. 324.]

Appendix F

Draft Election Motions, Resolution, Notice, and Ballot

Proposed Motions, Resolution, Notice and Ballot

MOTION AUTHORIZING HEARINGS

REGARDING THE DIVISION OF MOUNTAIN VIEW SCHOOL DISTRICT #244

I move, in accordance with Idaho Code 33-312 (third paragraph thereof), that the Board of Trustees hold Three (3) hearings on the Proposal to Divide the District, the hearings will be held at Grangeville High School Library, Grangeville, Idaho, October 17, 2024, at 8:00 P.M., Elk City Elementary, Elk City, Idaho, October 22, 2024, at 6:00 P.M., and Clearwater Valley Junior/Senior High School, Kooskia, Idaho, October 23, 2024, at 6:00 P.M.; and that the notice of the hearing be posted and published as required by law.

NOTICE OF SPECIAL MEETINGS OF

MOUNTAIN VIEW SCHOOL DISTRICT #244

Notice is hereby given that one (1) special meeting of the Board of Trustees of Mountain View School District #244, will be held at Grangeville High School Library, Grangeville, Idaho, November 6, 2024, from 6:00 P.M. to 7:00 P.M. for the proposed division of the Mountain View School District #244 into two (2) school districts, (Clearwater Valley School District #245 and Grangeville School District #246) at which meetings the following business will be conducted:

I. Call meeting to order
II. Presentation of Proposal for Division of the District, and the taking of public input.
III. Decision of Deconsolidation Plan (Action Item)
IV. Adjournment.

NOTE: IF ANY AUXILIARY AIDS OR SERVICES ARE NEEDED FOR INDIVIDUALS WITH DISABILITIES, PLEASE CONTACT THE ADMINISTRATION OFFICE, 714 JEFFERSON STREET, GRANGEVILLE, IDAHO (208-983-0990)

DATED the 21st day of October, 2024.

BOARD OF TRUSTEES

MOUNTAIN VIEW SCHOOL DISTRICT #244

BY: Tracy Lynde
CLERK OF THE BOARD

Posted at: Mountain View School District Office, Mountain View School District Website, Grangeville High School Office, and Clearwater Valley High School Office

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2573/sd244/4950332/Notice_of_Special_Meeting_-_Public_Hearing_-_November_6__2024.pdf

NOTICE OF SPECIAL MEETINGS OF

MOUNTAIN VIEW SCHOOL DISTRICT #244

Notice is hereby given that three (3) special meetings of the Board of Trustees of Mountain View School District #244, will be held at Grangeville High School Library, Grangeville, Idaho, October 17, 2024, at 8:00 P.M., Elk City Elementary, Elk City, Idaho October 22, 2024 at 6:00 P.M., and Clearwater Valley Junior/Senior High School, Kooskia, Idaho, October 23, 2024, at 6:00 P.M. for the proposed division of the Mountain View School District #244 into two (2) school districts, (Clearwater Valley School District #245 and Grangeville School District #246) at which meetings the following business will be conducted:

I. Call meeting to order
II. Presentation of Proposal for Division of the District, and the taking of public input.
III. Adjournment.

NOTE: IF ANY AUXILIARY AIDS OR SERVICES ARE NEEDED FOR INDIVIDUALS WITH DISABILITIES, PLEASE CONTACT THE ADMINISTRATION OFFICE, 714 JEFFERSON STREET, GRANGEVILLE, IDAHO (208-983-0990)

DATED the 10th day of October, 2024.

BOARD OF TRUSTEES

MOUNTAIN VIEW SCHOOL DISTRICT #244

BY: Tracy Lynde
CLERK OF THE BOARD

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2573/sd244/4919964/Notice_of_Special_Meetings_-_Public_Hearings.pdf

RESOLUTION 25-__

MOUNTAIN VIEW SCHOOL DISTRICT #244

CALLING FOR AN ELECTION FOR THE DIVISION OF THE SCHOOL DISTRICT

PURSUANT TO IDAHO CODE 33-312

AND

AN ELECTION TO OPERATE AS SUB-DISTRISTICS PRIOR TO JULY 1, 2025

PURSUANT TO IDAHO CODE 33-351

HEREAS, the Board of Trustees of Mountain View School District #244, Idaho County, Idaho, do, by this Resolution duly adopted, and in accordance with the authorization provided by Idaho Code 33-312, propose to de-consolidate, or divide the school district, and,

WHEREAS, in accordance with Idaho Code 33-312, the Board of Trustees of Mountain View School District #244, Idaho County, Idaho, hereinafter referred to as the “BOARD”, has provided hearings regarding the proposal for division of the district, and,

WHEREAS, the district operates two or more high schools (Clearwater Valley Junior-Senior High School and Grangeville High School) and desires to submit to the qualified electors of the school district the question of the creation of two sub-districts to complete the 2025-2026 school year/fiscal year pending division of the school district to be complete and effective as of July 1, 2026, and

WHEREAS, the “BOARD” is vested with the authority provided by Title 33 of Idaho Code, and has passed a motion pursuant to Idaho Code 33-351 to provide for two sub-districts, contingent upon voter approval of the plan of division, said sub-districts to operate subsequent to the election for division of the district, and to terminate on July 1, 2026, the proposed date of completion of the division of the district,
NOW, THEREFORE,

BE IT RESOLVED by the Board of Trustees of the Mountain View School District #244, Idaho County, Idaho hereby decree as follows:

SECTION 1.

That the proposal to divide Mountain View School District #244, dated October 23, 2024, be and hereby approved.

SECTION 2.

That said proposal, a copy of which is attached hereto, has been submitted to the State Board of Education in accordance with law.

SECTION 3.

That the District has received approval of the State Board of Education of the proposal to divide Mountain View School District #244, that the Election Clerk of Idaho County, Idaho (the "County Clerk") shall administer the election pursuant to and in accordance with Title 34, Idaho Code.

SECTION 4.

That the form of notice of the election shall be substantially as follows:

NOTICE OF ELECTION

SCHOOL DISTRICT #244, IDAHO COUNTY, STATE OF IDAHO

May ____, 2025

Notice is hereby given that pursuant to the laws of the State of Idaho and the Resolution of the Board of Trustees of School District #244, Idaho County, State of Idaho, adopted on October 23, 2024, an election will be held on May ___, 2025, between the hours of 8:00 A.M. and 8:00 P.M. for the purpose of voting upon the following question:

Shall the Board of Trustees of School District #244, Idaho County, State of Idaho, authorize the deconsolidation of Mountain View School District #244 forming Clearwater Valley School District #245 and Grangeville School District #246?

SECTION 5.

That the form of notice of election shall be substantially as follows:

NOTICE OF ELECTION

DECONSOLIDATION OF MOUNTAIN VIEW SCHOOL DISTRICT #244, IDAHO COUNTY, STATE OF IDAHO

May _____, 2025

Notice is hereby given that pursuant to the laws of the State of Idaho and the Resolution of the Board of Trustees of Mountain View School District #244, Idaho County, State of Idaho, adopted October 23,2024, a deconsolidation election will be held on May ___, 2025, between the hours of 8:00 A.M. and 8:00 P.M. for the purpose of voting upon the following question:

QUESTION: Shall the Board of Trustees of School District #244, Idaho County, State of Idaho, authorize the deconsolidation of Mountain View School District #244, forming Clearwater Valley School District #245 and Grangeville School District #246? For the purposes stated above, all as provided in the Resolution adopted by the Board of Trustees on October 23, 2024.

SECTION 6.

That the Clerk of the Board of Trustees of the District is authorized to convey to the County Clerk the forms of the Official Ballot and the Notice of Deconsolidation Election appearing in Sections 4 and 5 hereof, for election preparation and publication pursuant to Title 34, Idaho Code. The Clerk shall submit these forms to the County Clerk prior to _____, 2025.

That the County Commissioners shall act as the canvassing board pursuant to and in accordance with Title 34 Idaho Code and will convey the results to the Mountain View School District Board of Trustees as set for therein.

SECTION 7.

That if the election a simple majority of the qualified registered electors of the District AND of the precincts comprising the Proposed Clearwater Valley School District #245 authorize such deconsolidation, the deconsolidation shall be approved and become effective in accordance with the provisions of Section 33-312, Idaho Code.

SAMPLE BALLOT

SCHOOL DISTRICT #244

IDAHO COUNTY, IDAHO

SCHOOL DECONSOLIDATION ELECTION

MAY _____, 2025

INSTRUCTIONS: To vote in favor of the Deconsolidation of Mountain View School District #244, and forming proposed Clearwater Valley School District #245 and proposed Grangeville School District #246, place an (X) in the square at the right of the words **"IN FAVOR OF."** To vote against the Deconsolidation of Mountain View School District #244, and forming proposed Clearwater Valley School District #245 and proposed Grangeville School District #246, place an (X) in the square to the right of the word **"AGAINST."** If you change your mind, tear, or make a mistake on this ballot, request a new ballot from an election worker.

QUESTIONS: Shall the Board of Trustees of School District #244, Idaho County, State of Idaho, authorize the deconsolidation of Mountain View School District #244, forming Clearwater Valley School District #245 and Grangeville School District #246? For the purposes stated above, all as provided in the Resolution adopted by the Board of Trustees on October 23, 2024.

IN FAVOR OF _____

AGAINST _____

Appendix G

	SD244 Mountain View	SD 245 Clearwater Valley	SD 246 Grangeville
Current Student Enrollment #s	1062	300	762
Current Student Enrollment %	100%	28.25%	71.75%
Avg. Daily Attendance (ADA) #s	1044.46	297.02	747.44
Avg. Daily Attendance (ADA) %	100%	28.44%	71.56%
Taxable Market Value #s	1,625,867,816	706,077,647	919,790,169
Taxable Market Value %	100%	43.43%	56.57%
Market Value / Student #s	1,556,659	2,377,206	1,230,587
*Population #s	11,004	4,609	6,649
*Population %	100%	41.88%	60.42%
**Registered Voters #s	6,725	2,659	4,066
Registered Voters %	100%	39.54%	60.46%
Market Value / Person #s	241,765	265,543	226,215
Parcels	12,842	5,951	6,891
Parcels %	100%	46.34%	53.66%
Apportioned Salary - Instructional Cost #s	3,786,022	1,288,193	2,469,471
***Apportioned Salary - Instructional Cost %	100%	34.02%	65.23%
Apportioned Salary - Pupil Services Cost #s	271,848	85,771	188,083
***Apportioned Salary - Pupil Services Cost %	100%	31.55%	69.19%

Apportioned Salary - Administrative Cost #s	342,851	148,154	229,850
***Apportioned Salary - Administrative Cost %	100%	43.21%	67.04%
Apportioned Salary - Classified Cost #s	946,090	311,823	634,267
Apportioned Salary - Classified Cost %	100%	32.96%	67.04%
Apportioned Salary - Total Cost #s	5,346,811	1,833,941	3,521,671
***Apportioned Salary - Total Cost %	100%	34.30%	65.86%

*Based on website numbers provided by Idaho County

**Based on May 2024 election results

***Does not equal 100% because of shared staff

Free and Reduced Lunch Percentages

School	Low Income/FRL
CVE	62.5%
CVJHS	48.17%
ECE	53.85%
GEMS	36.62%
GHS	24.90%

Appendix H

Questions and Answers

1. Is it legal for a school district to divide in Idaho?
    a. Yes, Idaho Code 33-312 provides for the division of a school district provided certain procedures are followed.
2. Who determines if the district is to divide?
    a. Idaho Code prescribes a multilevel process. The steps are as follows:
        i. The locally elected Board of Trustees develops a division plan.
        ii. The locally elected Board of Trustees conducts at least three public hearings regarding the division plan.
        iii. The locally elected Board of Trustees adopts the final plan and submits it to the State Board of Education.
        iv. The State Board of Education reviews the plan and may reject it or approve the plan.
        v. If the State Board of Education approves the plan, the county clerk conducts an election where the voters decide the issue. The county commissioners act as the board of canvassers.
        vi. If the voters approve the division, the county commissioners notify the State Board of Education.
        vii. The State Board of Education appoints new trustees to govern the new district.
3. Does the locally elected Board of Trustees determine how the district is to divide?
    a. Yes, The locally elected Board of Trustees is charged with the responsibility of developing a division plan and the public hearings regarding that plan.
4. Does the locally elected Board of Trustees determine if the district is to divide once a division plan is adopted?
    a. No. There are two more approvals that must occur if the local board of trustees approves the division plan. The State Board of Education may accept or reject the plan. But the voters have the final say after the division plan is approved by the State Board of Education.
5. Can an Idaho school district board of trustees define the time and place to run an election for the division of their school district?
    a. No. An election for the division of a school district falls under Idaho Code 33-402 (e) and is operated under the full authority and control of the county clerk.
6. Why was the division line drawn where it was?

   a. The Board of Trustees felt that the line as presently drawn was least disruptive for students. The board considered the transportation routes, present community boundaries, future community growth and expansion, geographic factors, and property value factors. The decision to include Elk City in the Proposed Clearwater Valley School District #245 was based on current school attendance, geographic and economic similarities.

7. Must the ballot question for division include language obligating both new districts to a proportionate share of both assets and liabilities.
   a. Yes. Idaho Code 33-312
8. What happens to unresolved litigation that a school district may have at the time of the division, should division occur?
   a. Presently, there are no outstanding litigation cases. If the District should lose any case before division, the liability insurance carrier will pay all or most of the judgment. Any amount left to pay would be divided according to the taxable property values in the two newly formed districts.
9. Will taxes on my property increase as a result of division?
   a. Not unless the voters of the district approve an increase. If the District divides, the voters in either of the two newly formed districts may vote to raise their taxes for a supplemental levy, plant facility levy, or a bond levy.
10. What happens to the agreement between the teachers' union and the District?
   a. The terms and conditions of the Master Negotiated agreement with the Central Idaho Education Association expires on July 1, 2025. The terms and conditions of the Master Negotiated Agreement with the Central Idaho Education Association may be used in setting a new agreement.
11. What will be the effect of costs for special education in the two new districts if we divide?
   a. It is uncertain. Presently, both state and federal law require public schools to provide a "free, appropriate, public education" for all handicapped students regardless of their handicap. Occasionally, a school district enrolls a student with a handicap that is so severe that the district must hire additional help or even contract with outside agencies to provide the child's education. Such action may impose a financial hardship on the district. Because of economies of scale, larger districts are usually better able to absorb or handle such costs. Smaller districts may have a more difficult time.
12. Can students transfer between the two school districts to attend a school of their choice?
   a. Idaho Code 33-1402 outlines Open Enrollment procedures for school districts.

13. Can staff transfer between the two school districts to work in a school of their choice?
    a. No. Once the district is divided, the two new districts are separate employers. If staff wanted to work in the other district, they would have to resign employment in their home district and be accepted for employment by the new district. A continuing contract employee leaving the employment of one district to transfer to another district loses their continuing contract status.
14. Will the two new districts be required to purchase new school facilities to house children?
    a. No
15. What would be the effect of division on liability insurance, property insurance, and health insurance?
    a. The liability and property insurance policies are based largely on property value and enrollment. Health insurance costs are determined through a bid process.
16. What will be the effect on Title 1 revenues?
    a. Title 1 revenues are allocated using a “per pupil” formula based on free and reduced lunch counts.
17. What will be the effect on the Special Education revenues?
    a. These funds are allocated using a “per pupil” formula.
18. What will be the effect of division on eligibility for “free and reduced” food service?
    a. None. Free and reduced lunches will continue to be offered as per present practices.
19. What will be the effect of division on the contracted food services program?
    a. The present contract could be continued under a joint powers agreement, or each district could contract separately.
20. What will be the effect of division on lottery revenues?
    a. Lottery revenues are distributed on a formula basis and the formula is not expected to change. Those revenues are distributed to school districts by the State Department of Education.
21. What will be the effect of division on Secure Rural Schools fund revenues?
    a. Secure Rural Schools funds are distributed by the county on a “per pupil” basis. It is proposed that any cash balance of any Secure Rural Schools Fund shall be divided between the new districts based on a per-pupil basis.
22. What will the effect of division on transportation reimbursement revenues?
    a. Transportation reimbursement revenues will be divided equitably and should not change appreciably considering the numbers of riders and

route lengths. State support for the first year will be based on a calculation of costs per mile, costs per pupil, and school bus depreciation. Because the school bus vehicle assets will be divided based on their current assignment, both newly formed districts will have bus depreciation inventories that will nearly mirror the vehicle ages presently used by the existing Joint School District #244 bus depreciation inventory. In subsequent years, the transportation reimbursement will be based on actual costs for the prior year.

23. How would division affect each proposed new district's ability to bond?
    a. Idaho districts presently can have total bonded indebtedness up to a statutory limit of 5% of their taxable assessed market value. Each new district will have full bonding capacity because there is no debt. Each new district would be able to bond up to their statutory limit if their votes approved a bond levy.
24. Is the smaller of the two districts being considered as part of the division plan large enough to be viable or is it too small?
    a. There are a number of Idaho School Districts operating each year that are approximately the same size as the smaller one being considered here with 22.63 support units.
25. What is the timeline for this decision?
    a. The Board of Trustees will consider a resolution at their October 23, 2024 Special Board Meeting.
    b. If the Board votes to proceed, the proposal will be submitted to the Idaho State Department of Education to the Idaho Board of Education for a decision at their December or January meeting.
    c. If the Idaho Board of Education approves the plan, a Special Election of voters in the current Mountain View School District #244 boundaries would occur in May of 2025.
    d. If the voters approve the deconsolidation at that May 2025 election, the District would deconsolidate, forming Clearwater Valley School District #245 and Grangeville School District #246 on July 1, 2026.
26. Why is the election in May of 2025 but the deconsolidation wouldn't occur until June 30, 2026?
    a. In order to develop a clear and responsible separation of the District and to provide the most equitable outcome for both districts, it is important to allow the Joint Powers Board of Trustees adequate time to direct the process of division. These decisions include but are not limited: staffing, funding, and contracted services. Ultimately, the time is needed to make the best decisions for our students.

TAB	DESCRIPTION	ACTION
1	**UNIVERSITY OF IDAHO – DOCTOR OF PHILOSOPHY IN CYBERSECURITY**	Action Item
2	**BOARD RESOLUTIONS ON DEI IDEOLOGY; GOVERNANCE; AND FREEDOM OF EXPRESSION IN HIGHER EDUCATION**	Action Item

UNIVERSITY OF IDAHO

SUBJECT

Doctor of Philosophy in Cybersecurity

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, III.G.

BACKGROUND/DISCUSSION

The Department of Computer Science at the University of Idaho is proposing the introduction of a Doctor of Philosophy (Ph.D.) program in Cybersecurity due to the significant growth and success of our existing Bachelor of Science (B.S.) and Master of Science (M.S.) programs in Cybersecurity. For example, over the past four years, the new B.S. program in cybersecurity has expanded from zero to 117 students, reflecting the increasing demand for cybersecurity educational opportunities.

Nationwide the rapid advancement of technology and the increasing frequency of cyber threats have created a critical need for highly trained cybersecurity professionals. Organizations across various sectors are seeking experts who can protect their digital assets and ensure the security of their information systems. The success of our B.S. and M.S. programs in Cybersecurity demonstrates the strong interest in our programs that can be leveraged to fulfill this need. The rapid growth in enrollment highlights our programs' relevance and the quality of education provided by our faculty.

A Ph.D. program in particular will foster advanced research and innovation in cybersecurity. Doctoral students will contribute to the development of new technologies and methodologies to combat emerging cyber threats. This will enhance the university's reputation as a leader in cybersecurity research. There is significant demand from Idaho industry and government for cybersecurity professionals and cybersecurity innovations. The Ph.D. program will help to meet those demands while strengthening our partnerships with industry leaders. Collaborations with companies and government agencies will provide students with practical experience and opportunities to work on real-world cybersecurity challenges. This will also facilitate the transfer of cutting-edge research into practical applications.

By producing highly skilled cybersecurity experts, the Ph.D. program will contribute to the economic development of the region and the nation. Graduates will be equipped to take on leadership roles in academia, industry, and government, addressing critical cybersecurity issues and enhancing national security.

The proposed Ph.D. program aligns with the University of Idaho's strategic goals of promoting research excellence, fostering innovation, and addressing societal

needs. It will attract top-tier students and faculty, further elevating the university's academic standing.

IMPACT

The proposed Ph.D. program in cybersecurity is a critical aspect of Idaho's overall strategy to address the critical demand for more cybersecurity professionals. In addition to directly recruiting students into the program it will improve recruitment into the existing M.S. and B.S. cybersecurity programs by creating a complete pathway for students who are planning on or interested in obtaining a Ph.D. It will raise the profile of all our cybersecurity programs, thereby increasing recruitment. The program and the resulting research will raise the profile of the University of Idaho and the State of Idaho in the cybersecurity community attracting business to the state.

Total expenditures ranges from $254,751 - $996,785 of new ongoing appropriated funds and $42,000 - $160,000 annually of one-time institution funds over a four-year period. House Bill 734, for fiscal year 2025, included $2,139,100 for Operational Capacity Enhancement, of which $800,200 was for the Cybersecurity Ph.D. Workforce Expansion. This new appropriation outlined the critical demand for Cybersecurity professionals due to the escalating threat of cyberattacks against critical infrastructure. The shortage of skilled cybersecurity professionals nationwide, and particularly in Idaho, necessitates immediate action. The Governor's Cybersecurity Task Force Report in March 2022 highlighted the urgency of addressing this issue. The United States experienced a staggering shortage of 3.5 million cybersecurity jobs in 2021. Idaho has seen a 28% increase in cybersecurity job openings, with over a thousand positions remaining unfilled. Industry leaders, including the Idaho National Laboratory, are actively seeking trained cybersecurity professionals. Investing in cybersecurity education is critical to supplying Idaho with skilled talent. Other states are heavily investing in cybersecurity research and education. For example, Dakota State University secured significant funding to expand cybersecurity programs, and neighboring states like Washington are investing heavily in cybersecurity degree programs. Idaho's higher education institutions need support to compete, attract faculty, and retain students. The funding received in response to this request will allow the University of Idaho to address Idaho's immediate and long-term workforce needs in cybersecurity. With the Cybersecurity Ph.D. program, we aim to ensure a steady supply of qualified professionals who can bolster cybersecurity defenses, and support Idaho's economic growth.

This funding will support recruiting new students into our cybersecurity program. Over the course of the next five years, it will allow an increase of up to 270 undergraduate students and 15 graduate students annually. This investment from the state will allow us to serve more students who are ready to learn and serve our state as they protect information and assets in the cybersecurity field. There will also be an increase in grant awards, ranging from $250,000-$350,000 annually, as faculty establish their research portfolios.

The original proposal included funding for three tenure track faculty and one clinical faculty member. This has been modified to one tenure track program director, one tenure track faculty, and two clinical faculty (see below). There are two reasons for the change. The current director of the Center for Secure and Dependable Systems (UI's cybersecurity research center) is stepping down, so we have the opportunity for an external search. This is a slightly more expensive position, so it required reducing one of the originally requested tenure track positions to a clinical faculty position. Additionally, the unexpectedly rapid growth of our cybersecurity programs has put additional pressure on our teaching bandwidth making a second clinical faculty hire more advantageous. Cybersecurity Workforce (requesting 6.00 FTP; $596,100 total salaries; $800,200 total General Fund PC funding with benefits):

- Tenure Track Professor/Program Director, $177,100, 12-month appointment, 1.00 FTP
- Tenure Track Professor, $105,000, 9-month appointment, 1.00 FTP
- Clinical Faculty (two), $94,500, 9-month appointments, 1.00 FTP each
- Information Technology Staff, $75,000, 12-month appointment, 1.00 FTP
- Program Manager, $50,000, 12-month appointment, 1.00 FTP

ATTACHMENTS

Attachment 1 – Doctor of Philosophy in Cybersecurity Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho anticipates six initial enrollments in FY25 and reaching 26 by FY29. Graduates will be realized starting in year three with one graduate and the program anticipates reaching four by year five. To keep the program viable, the university must regularly offer cybersecurity courses, some of which may be available to students in other majors. If the Ph.D. program does not reach at least six full-time students by its third year, U of I will reassess both the Ph.D. and MS programs in Cybersecurity. If the MS program has sufficient enrollment, the Ph.D. program can continue, as the courses will still be necessary for MS students and will not add teaching burdens. However, if both programs have low enrollment, the university will consider discontinuing them.

Consistent with Board Policy III.G, the proposed Ph.D. in Cybersecurity was reviewed by an external review panel consisting of Dr. Tyler Moore, the University of Tulsa and Dr. Indrakshi Ray, Colorado State University. Reviewers conducted their onsite review on November 26-28, 2023, and December 3-5, 2023, and provided observations and recommendations for program success. Due to scheduling conflicts, each reviewer could not be on campus for the on-site review at the same time.

The reviewers view the Ph.D. in Cybersecurity as a strong program that addresses a clear need for cybersecurity expertise in Idaho, particularly for organizations like Schweitzer Engineering Laboratories and Idaho National Laboratory. They

highlight a significant shortage of cybersecurity research expertise in the state, which the program could help fill. Reviewers note that despite the university's relatively small size, it has a strong foundation in cybersecurity with experienced faculty and over 25 years of research and education in the field. Reviewers see the program as a natural progression of the university's offerings, well-aligned with the standards of the National Security Agency's Center of Academic Excellence-Cyber Defense program. Reviewers shared observations, potential challenges, and recommendations regarding graduate advising, admissions, resources, and the importance of providing a separate structure for the proposed Ph.D. This will help differentiate between the two Ph.D. programs (Cybersecurity and Computer Science) and avoid any confusion for students. While a written institution response to the external report is not required, the university amended their proposal to include information and clarification to address recommendations provided by the panel.

UI's request to offer a Ph.D. in Cybersecurity is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region II. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for cybersecurity programs. Currently there are no other doctoral programs in cybersecurity offered by Idaho's public postsecondary institutions. U of I currently offers a Ph.D. in Computer Science and Boise State University offers a Ph.D. in Computer Science with a Cybersecurity emphasis.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on November 7, 2024; and to the Instruction, Research, and Student Affairs Committee on December 5, 2024.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to create a Ph.D. in Cybersecurity as presented by the full proposal presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	September 24, 2024				
Institution Submitting Proposal:	University of Idaho				
Name of College, School, or Division:	Engineering				
Name of Department(s) or Area(s):	Computer Science				
Official Name of the Program:	Cybersecurity				
Degree Information:	Degree Level: Graduate		Degree Type: PhD		
CIP code or Modification of CIP Code (consult IR /Registrar):	11.1003 Computer and Info. Systems Security/Information Assurance				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	70% Face-to-Face; 25% Hybrid; 5% distance				
Implementation Date:	Fall 2025				
Geographical Delivery:	Location(s)	Moscow, Coeur d'Alene	Region(s)	II	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Program Responsibility		Statewide Program Responsibility	

Indicate those that apply to this request:

- [ ] Undergraduate Program
- [X] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [X] New Program
- [ ] New branch campus or change in location
- [ ] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

College Dean	09/24/2024 Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	9/24/2024 Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	9/24/24 Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	09/24/24 Date	Chief Academic Officer, OSBE	Date
President	09/24/24 Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   We are requesting adding a Ph.D. in Cybersecurity to the degrees offered by the Computer Science Department at UI. This program will complement the current degrees we offer: BS, MS, and Ph.D. in Computer Science and BS and MS in Cybersecurity. It will provide a terminal degree for our cybersecurity programs, which have seen explosive growth (Figure 1).

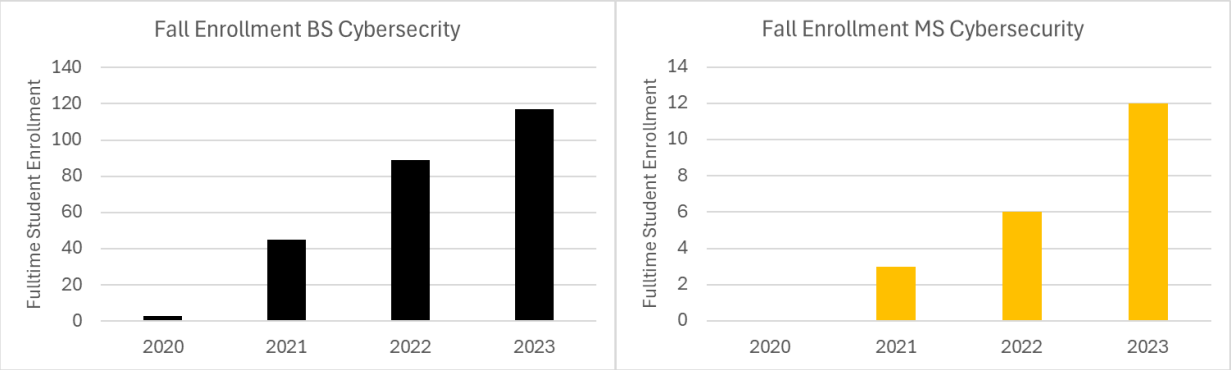


Figure 1: Growth in the BS Cybersecurity program (left) has grown from 3 students in 2020 (the first year the program was offered) to 117 students in 2023. Growth in the MS Cybersecurity program has doubled every year it's been offered (3 in 2021, 6 in 2022, 12 in 2203). During the same 4-year period enrollment in the BS Computer Science program grew by over 100 students.

The BS in Cybersecurity was introduced four years ago, in Fall 2020, it now has 117 majors. We introduced the MS in Cybersecurity in Fall 2021; it now has 12 majors. Of the 42 Ph.D. and 24 MS students pursuing Computer Science degrees roughly half are working on cybersecurity research projects. This rapid growth is driven by an enormous need for cybersecurity professionals of all levels, which this degree would help to fill.

During the same four-year period enrollment in the Computer Science BS also grew by over 100 students (over 40% growth). The addition of a Cybersecurity PhD and the associated increase in faculty and resources will support ongoing growth in the entire Cybersecurity/Computer Science ecosystem at UI.

Since 1991, the Department of Computer Science has offered a variety of cybersecurity courses as technical electives in our undergraduate degree program. In 1999 the University of Idaho was designated a National Center of Academic Excellence (CAE) in Information Assurance Education by the National Security Agency (at the time, Information Assurance was the US Government term for Cybersecurity). We were one of the first seven universities in the nation to receive this designation, and we have maintained it every renewal cycle.

In the past few years, the CAE certification process has become more prescriptive, requiring more precise course content and a dedicated degree path forward for Cybersecurity students. ABET (the Engineering accreditation board) now accredits cybersecurity degree programs. Also, the US Government has adopted the NIST Cybersecurity Workforce Framework – a catalog of job duties along with knowledge, skills and abilities for those jobs, for a wide range of cybersecurity careers.

This growth of standardized program content, along with the tremendous growth in job opportunities for our graduates, has led to the conclusion that we need to establish dedicated degree paths in cybersecurity. This degree will be focused on advanced cybersecurity concepts, building on the content of our undergraduate cybersecurity degree and creating pathways and synergy with both the MS in Cybersecurity and our research programs.

2. Need for the Program. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Studies have shown that there is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely prerequisite, for a healthy economy in the State of Idaho and the Nation.

The following are US Department of Labor (DOL) Occupation Titles requiring cybersecurity skills:

1. *Information Security Analysts* – This is the DOL Job title for the following specialized cybersecurity work roles:
    a. System Security Analyst
    b. Cyber Defense Analyst
    c. Cyber Defense Infrastructure Support Specialist
    d. Vulnerability Assessment Analyst
    e. Cyber Defense Forensics Analyst
2. *Network Operations Specialist*
3. *Software Developer*
4. *System Administrator*
5. *Technical Support Specialist*

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			Projected increase in jobs over 8 years [Lightcast data] (see below).
State	11.4% to 13.3% increase in jobs over ten years depending on position (see below)	11.6% increase in jobs over ten years http://www.projectionscentral.com/Projections/LongTerm [uses DOL data]	
7 State Region (ID, CO, MN, OR, UT, WA, WY)			20.4% increase in wages 2019-2023(Lightcast data) 13,984 job postings for PhD level candidates in 2023requesting a PhD (compared to 13 PhD cybersecurity graduates from University of Utah in 2023, see below) [Lightcast data]
Nation		+32.7% in jobs over ten years U.S. Bureau of Statistics https://www.bls.gov/emp/tables/fastest-growing-occupations.htm (see below). +31.6% over ten years http://www.projectionscentral.com/Projections/LongTerm [uses DOL data]	

Our Lightcast analysis predicts a 37% increase in jobs in the region from 2022-2032 . The U.S. Bureau of Statistics lists Information Security Analysts as one of the fastest growing occupations in the nation, with an expected employment increase of 32.7% over the next decade. State DOL statistics project 11.4% growth for Computer System Analysts and 13.3% growth for Computer and Information Systems Managers by 2032. In summary, there will be strong workforce needs within the state, and nationally the need is much stronger. This suggests that a lack of available employees is slowing Idaho's growth in this sector.

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

We initiated the BS in Cybersecurity in the fall 2020. As of fall 2023 we have 117 Cybersecurity majors. This indicates the strong student interest in the field. We initiated the MS in Cybersecurity in the fall 2021 and we currently have 12 MS students in Cybersecurity.

We have had regular enrollments in our cybersecurity courses over the past several years, from current computer science students at both the undergraduate and master's level. Most have indicated an interest in focusing their studies in cybersecurity but are not able to due to the demands of the current computer science undergraduate degree program.

Table 1: Past enrollments in the Cybersecurity (CYB) and in Computer Science (CS) courses that have cybersecurity as the focus (undergraduate/graduate). Note that with the introduction of the Cybersecurity Masters, many of the CS courses were redesignated as CYB courses, with new numbers. Note that there is steady growth at both the graduate and undergraduate levels.

Course	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25 (Fall Data)
CYB110 (Undergraduates)	29	68	104	135	84 (Fall only, also offered Spring)
CS439/539 Applied Security		6/2			
CS447/547 Network Forensics	9/13	8/2			
CS438/CS538 Network Security	17/8	7/4			
CYB/CS536 Advanced Information Assurance Concepts	6	6	6	9	(Offered Spring)
CYB540 Advanced Networking & Security			8	7	15
CYB420/520 Digital Forensics			7/5	5/4	11/9

In addition to internal demand, we expect to see increases in new student enrollment due to the strong growth of cybersecurity jobs in the region, state, and nationally.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

There is a great need for cybersecurity expertise across all businesses and government sectors. Whether it be in the area of e-commerce, web applications, mobile apps, business, military, health, agriculture, critical infrastructures, or processing big data, there is a need to protect information systems and individual privacy, and to ensure the integrity of our systems. A look at the news every week brings about reports of cybersecurity breaches and loss of private information, financial loss, or the potential for disruption of critical infrastructure.

Cybersecurity experts agree that many of these problems could be fixed if a wider portion of the workforce was aware of best-practice cybersecurity technologies and processes. At the same time, these experts agree that we need to constantly improve these technologies and processes given the advances made by cyber criminals and the constant deployment of new connected technologies which introduce new attack surfaces and vulnerabilities.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No X

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Instructors will have the option of using inclusive access for textbooks. Courses will be available on-line and via videoconferencing between Moscow and Coeur d'Alene. This will reduce potential relocation costs. Students taking on-line courses from out of state will pay resident rates for courses. Pre-recorded courses will allow students to accelerate the program. New cybersecurity labs will allow students to use dedicated UI hardware and software rather than purchasing their own, reducing costs and giving them a uniform experience.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY21	FY22	FY23	FY24 (most recent)	FY21	FY22	FY23	FY24 (most recent)
UI	**PhD, CS**	45	47	46	42	2	7	9	7
BSU	**PhD, Computing w/ Cybersecurity Emphasis**	10	7	7	9	0	3	0	2

The proposed *PhD in Cybersecurity* degree will be the first PhD in Cybersecurity in the State of Idaho. It was designed from the ground-up to be exceedingly compliant with the criteria, knowledge, and skills detailed in the Center of Academic Excellence in Cyber-Defense (CAE-CD)

denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security. The closest existing programs are the University of Idaho's PhD in Computer Science, many of whose students are doing research in cybersecurity. And Boise State University's PhD in Computing for students with an emphasis in cybersecurity.

Although both UI and Boise State have strong PhD programs, they are focused on computer science and students devote considerable time to Computer Science topics that are not relevant to cybersecurity. E.g. the core courses in Boise State's PhD degree, required of all PhD students, are:

CS 521 – Design and Analysis of Algorithms OR CS 561- Theory of Computation
CS 552 – Operating Systems
CS 573 – Advanced Software Engineering

These are core Computer Science, not Cybersecurity, courses. Students only learn the specific, relatively narrow, portions of cybersecurity that are required for their specific research topics, and these programs do not give graduates the breadth and depth of cybersecurity knowledge that is required by industry or necessary to broadly advance the field. A Cybersecurity PhD allows the entire program to be structured to maximize graduate's knowledge of the field.

(According to Lightcast data - as of 2023, in the 7 state regions (ID, WA, OR, UT, MN, WY, CO) only the University of Utah had a PhD program specifically in Cybersecurity. In 2023 the University of Utah program graduated 13 PhD students. Nationwide there are only 14 Cybersecurity PhD programs. Thus, there is an extreme need for Cybersecurity PhD programs in the region and the nation.)

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not Applicable

This will be the first PhD in Cybersecurity in the state of Idaho. The only similar programs are PhD programs in Computing with an emphasis area or certificate in Cybersecurity. A PhD in Cybersecurity, as opposed to a PhD in another field with an emphasis or certificate, represents a much stronger focus on the field of cybersecurity, with a unique set of required core courses that guarantees graduates of the program will have the complete depth and breadth of cybersecurity required by industry.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY25 (1st year)	FY26	FY27	FY28	FY29		FY25 (1st year)	FY26	FY27	FY28	FY29	
6	12	17	26	26		0	0	1	2	4	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above.
What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

Maximum capacity is determined by the size of the secure, computer equipped classrooms and the number of faculty to mentor PhD students. The secure computing classrooms can hold a total of ~20 students. Currently we only anticipate offering one section of each course, which limits us to no more than 20 students per cohort. Multiple sections of a class and/or expanded classrooms could increase this number. The number of PhD students a faculty can mentor (including additional faculty in the request) is a second limit on the maximum capacity, at approximately 30 PhD students.

Recruiting is primarily a function of the reputation of the University and of our faculty. Currently we recruit more Computer Science PhD students than we can accept and support. We anticipate the same situation for Cybersecurity PhD students and do not expect to need additional recruiting.
The numbers in the table are based on the number of students in and applying to the Computer Science PhD program whose research focus is cybersecurity. We expect a fair number of students in the first year due to pent-up demand followed by a lower, but steady, stream of incoming students.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

To maintain a viable program, we need to provide a regular offering of cybersecurity courses. Some of these courses can be taken by students in other majors.

If we have at least 10 students in the program, we will have roughly 5 cybersecurity PhDs in each course. The core courses and optional courses are the same as for the MS in cybersecurity so we anticipate another 5-7 MS students per class. Some Computer Science graduate students will also participate in these courses, bringing the numbers up to 12+ per course, which is a reasonable size for a graduate level course. For courses listed as 400/500 undergraduate Cybersecurity and Computer Science majors will also participate increasing the expected class sizes to 20+.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If we can't reach sustained enrollments of at least 6 full time PhD students by the third year we will need to reevaluate the program, along with the MS in Cybersecurity. If the MS is well populated, we can continue to offer the PhD because the required courses will still need to be offered for the MS students, thereby imposing no additional teaching burden. If both programs are under-populated, we will need to sunset them.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The Department of Computer Science and the College of Engineering will conduct annual internal assessment of the program, reviewing attainment of student outcomes for each course as well as program outcomes. We will use the process we use for continual assessment and improvement as recommended by national accreditation organizations.

The University of Idaho plans to continue certification as a Center of Academic Excellence in Information Assurance Education (in the area of Cyber Defense) through the NSA/DHS sponsored CAE program.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

See attached Appendix A

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ____ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date _____

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

14. Three-Year Plan: If this is a new proposed program, is it on your institution's Board approved 3-year plan?

Yes X No _____

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	The program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	15 in required courses 18 in additional courses 45 in research credits
Credit hours in required courses offered by other departments.	0
Credit hours in institutional general education curriculum.	0
Credit hours in free electives	0
Total credit hours required for degree program	78

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Required PhD courses:
3 credits - CYB 501 -- Cybersecurity Seminar - 1 credit. Taken three times. This seminar will cover issues related to modern cybersecurity. Research papers, ethical hacking, etc. This will be distinct from the Computer Science graduate seminar.

3 credits - CYB507/CS507 -- Research Methods

3 credits - CYB520 -- Digital Forensics

3 credits - CYB536 -- Advanced Information Assurance

3 credits - CYB540 – Advanced Network Security

15 credits - Subtotal

18 credits - Electives as agreed with Major Professor

45 credits - CYB 600 - Doctoral Research and Dissertation – as part of the study plan.

78 credits Total: 15 credits of required courses + 18 credits of electives + 45 credits Research

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The student must pass a qualifying examination which is a written and/or oral examination, administered by the student's graduate committee and an examination of a student's proposed dissertation research, including both a written proposal and an oral public presentation covering related research, preliminary results, and a research plan.

The student must produce a dissertation, presenting an original, significant contribution to Cybersecurity. The dissertation should be publishable, in whole or in part, and should demonstrate the ability of the candidate to successfully initiate and pursue a significant, original research project. A public presentation and defense of the final dissertation is required. It is expected that all PhD students will publish the results of their research before completion of their degree.

Students must spend at least one year on a UI campus or show, to the satisfaction of their committee, that they have received a research experience equivalent to being on a UI campus at their location of study.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Graduates of the program will have:

1. The ability to clearly present, in oral form, research results and the broader implications of that research for both the field of cybersecurity and for society.
2. The ability to clearly present, in written form, research results and the broader implications of that research for both the field of cybersecurity and for society.
3. The ability to do original research in cybersecurity and to appropriately and accurately analyze the results.
4. An in-depth knowledge of cybersecurity and the ability to apply that knowledge, integrating and building upon the foundation provided by a relevant undergraduate degree.
5. Be able to demonstrate an understanding of the broader implications of research for cybersecurity and for society.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:

1. Student Work from: CYB536 Advanced Information Assurance, CYB540 Network Security, and CYB520 Computer and Network Forensics. Direct measure of knowledge of content material and skills.
2. Student Work from: CYB501 Cybersecurity Seminar. Direct measure of knowledge of the societal impact of cybersecurity and professional ethics.
3. Rubrics completed by each students' major professor and committee members at the time of their project presentation or thesis defense.

Each of these measures is described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat every fall.

Student Work

Faculty select representative material from the courses, potentially including assignments, projects, quizzes, exams, presentations, etc., with which to assess the student outcomes.

Committee Rubrics

The following rubric is completed by each student's major professor and committee at both the proposal defense and the final dissertation defense:

Category	Exceeds Requirements (4)	Meets Requirements (3)	Partially Meets Requirements (2)	Does Not Meet Requirements (1)
U of I Outcome: Learn and Integrate				
Students work shows an in-depth knowledge of the degree subject matter.				
U of I Outcome: Think and Create				
Student has demonstrated the ability to do original research and to appropriately and accurately analyze the results.				
U of I Outcome: Communicate				
Written Communication: has produced a clear, meaningful document.				
Oral Communication: has produced a clear, meaningful presentation and responded well to questions.				
U of I Outcome: Clarify purpose and perspective; Citizenship				
Student has demonstrated an understanding of the broader implications of that research for both the field and society.				

Finally, the measures of student obtainment of the outcomes will be discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department's Industrial Advisory Board and in the fall as part of the department's annual retreat.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The full program will be offered in Moscow and Coeur d'Alene (CdA)

RADICL Labs, these are specially designed, secure computing lab used to teach advanced cybersecurity courses that include attack and defense. In Moscow this lab is in JEB6. In Coeur d'Alene this lab is in the Hedlands building. However, with the expected increase in class size it is unlikely that these labs will continue to be of sufficient size for courses that are listed as 400/500 – e.g. the RADICL in JEB6 only holds 14 students.

[2] 2 Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

General Computing Lab, this is a standard computing lab designed to teach programming and defense-oriented cybersecurity. In Moscow this lab is in JEB321. In Coeur d'Alene this lab is currently in HC240B. Again, this lab holds 20 students, which is likely to be insufficient if the program grows as anticipated.

For this program to be offered in Coeur d'Alene via live video conferencing, video capable classrooms are critical. In Moscow there are two available video classrooms EP202 and EP204, both of which hold 35 students. The Computer Science Department currently gets priority scheduling for EP204. In Coeur d'Alene two video classrooms are available in the Harbor Center.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

There will be increased use of the secure laboratory classrooms at both campuses and the size of the existing class will likely increase beyond current classroom capacity.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Videoconference equipped teaching laboratory for 40+ students (alternatively additional teaching resources to separate larger courses into multiple sections to accommodate current teaching laboratory capabilities, but that would be more expensive). This is needed to accommodate the growth in the existing BS programs in both Computer Science and Cybersecurity. The addition of a Ph.D. in cybersecurity only increases an existing need.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None.

20. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The program will require:

- Two additional tenure track faculty, one of whom will replace the former director of the Center for Secure and Dependable Systems (UI's cybersecurity research center), who recently stepped down.
- Two additional clinical faculty.
- Two additional IT staff.
- Four graduate teaching assistants.

We will need at least 2 additional sections of CYB600 and CYB500 the graduate research courses. This will support the research of the new PhD students. We anticipate needing one additional section of CS/CYB507 the research methods course – it is currently offered Fall only and a Spring offering will be needed to support the increase in students.

The additional faculty will offer new courses, to be developed, in their specific research areas, we anticipate one new course for each faculty member. The new courses are not strictly necessary to the degree, but new hires are necessary, and they will need to teach courses in their areas to recruit and give graduate students the foundational knowledge to start research.

The additional IT support staff are necessary to maintain the high security teaching and research environments necessary to offer a cutting-edge cybersecurity curriculum and research environment.

The teaching assistants are necessary to recruit and retain the highest quality PhD students.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The Department of Computer Science, the College of Engineering, and the University of Idaho have outstanding instructional, support, and administrative resources that currently support our PhD in Computer Science as well as multiple other graduate programs across the college and campus. This includes The Center for Excellence in Teaching and Learning (CETL), which provides instructional support; the Office of Information Technology, which provides technology support, and has its own branch dedicated to the College of Engineering; and multiple research institutes, most notably the Center for Secure and Dependable Systems, to support research. Thus, no new support structures or units are required, although some additional resources (e.g. two additional IT staff) need to be added to existing units to support the program's growth and the general Computer Science/Cybersecurity ecosystem.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

This proposed program will *strengthen* several existing programs. The BS and MS programs in

Cybersecurity will be improved by the addition of more faculty with expertise in cybersecurity. It will improve the diversity of courses available, increase opportunities for undergraduate research, and expand the existing cybersecurity ecosystem at UI. Having a PhD program in cybersecurity will increase the attractiveness of the BS and MS programs in both Cybersecurity and Computer Science.

The increased breadth of research will improve cross campus collaborations, allowing the cybersecurity faculty to better support and integrate with other disciplines that include cybersecurity aspects such as business, law, and political science. Overall, the synergies created by the program will improve the quality and productivity of existing programs.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Four faculty total:
2 Tenure Track faculty – ideally two on the Moscow campus and one on the Coeur d'Alene campus
2 Clinical faculty

Additional staff support:
2 IT support staff – ideally one each on the Moscow and Coeur d'Alene campuses.
4 Teaching Assistant positions.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not Applicable

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

House Bill 734, for fiscal year 2025, included $2,139,100 for Operational Capacity Enhancement, of which $800,200 was for the Cybersecurity Ph.D. Workforce Expansion.

The justification for this new appropriation outlined the critical demand for Cybersecurity professionals due to the escalating threat of cyberattacks against critical infrastructure. The shortage of skilled cybersecurity professionals nationwide, and particularly in Idaho, necessitates immediate action. The Governor's Cybersecurity Task Force Report in March 2022 highlighted the urgency of addressing this issue. The United States experienced a staggering shortage of 3.5 million cybersecurity jobs in 2021. Idaho has seen a 28% increase in cybersecurity job openings, with over a thousand positions remaining unfilled. Industry leaders, including the Idaho National Laboratory, are actively seeking trained cybersecurity professionals. Investing in cybersecurity education is critical to supplying Idaho with skilled talent. Other states are heavily investing in cybersecurity research and education. For example, Dakota State University secured significant funding to expand cybersecurity programs, and neighboring states like Washington are investing heavily in cybersecurity degree programs. Idaho's higher education institutions need support to

compete, attract faculty, and retain students. The funding received in response to this request will allow the University of Idaho to address Idaho's immediate and long-term workforce needs in cybersecurity. With the Cybersecurity Ph.D. program, we aim to ensure a steady supply of qualified professionals who can bolster cybersecurity defenses, and support Idaho's economic growth.

This funding will support recruiting new students into our cybersecurity program. Over the course of the next five years, it will allow an increase of up to 270 undergraduate students and 15 graduate students annually. This investment from the state will allow us to serve more students who are ready to learn and serve our state as they protect information and assets in the cybersecurity field. There will also be an increase in grant awards, ranging from $250,000-$350,000 annually, as faculty establish their research portfolios.

Cybersecurity Workforce (requesting 6.00 FTP; $596,100 total salaries; $800,200 total General Fund PC funding with benefits):

- Tenure Track Professor/Program Director, $177,100, 12-month appointment, 1.00 FTP
- Tenure Track Professor, $105,000, 9-month appointment, 1.00 FTP
- Clinical Faculty (two), $94,500, 9-month appointments, 1.00 FTP each
- Information Technology Staff, $75,000, 12-month appointment, 1.00 FTP
- Program Manager, $50,000, 12-month appointment, 1.00 FTP

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Some of the initial start-up costs of computer servers have already been supplied through grants. These are one-time costs to purchase hardware, so do not require sustained funds.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not Applicable

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

Some courses will include minimal (~$20) course fees to support the on-going maintenance and replacement of computing resources used by students in the courses in accordance with Board Policy V.R., 3.b.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Not Applicable

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

See attached budget.

SUBJECT

Board Resolutions on DEI Ideology; Governance; and Freedom of Expression in Higher Education

REFERENCE

November 2024	Board members discussed initial drafts of three resolutions related to diversity, equity, and inclusion; governance; and freedom of expression in higher education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections I.E., II.L., II.P., and III.B.

Idaho Code §67-5909B

BACKGROUND/DISCUSSION

The Idaho State Board of Education has long affirmed its interest in promoting an environment of belonging and success for all students at the public postsecondary institutions it governs. Administrators, faculty, and staff are responsible for creating a welcoming and dynamic learning environment for all students, as an outgrowth of their investment in student success.

In April 2023, the Board adopted a resolution prohibiting the institutions from requiring diversity statements in hiring. This was followed by amendments to Board policy II.P. to codify the resolution language. The following spring, the Legislature adopted legislation prohibiting diversity statements in hiring and admissions at the institutions.

In addition to its newer policy related specifically to diversity statements, the Board has long-standing policies related to governance, presidential power, review of tenured faculty, academic freedom, academic responsibility, and freedom of expression in higher education (Board policies I.E., II.L, II.P. and III.B).

In November 2024, the Board members discussed draft versions of three resolutions: A Resolution on Diversity, Equity, and Inclusion in Higher Education; A Resolution on Governance in Higher Education; and A Resolution on Freedom of Expression in Higher Education.

The Board sought and has received feedback from institutional leaders, students, and the general public about the draft resolutions. This feedback has informed revisions to each of the resolutions.

IMPACT

The three updated resolutions affirm the Board's existing policies and institutional practices related to governance, tenure, academic freedom and freedom of expression, but also extend these policies through directives that aim to better support all students regardless of their identifying characteristics, establish clear criteria for evaluating presidents, require reporting on post-tenure review actions, ensure political neutrality of the institutions, and provide curricular transparency.

ATTACHMENTS

Attachment 1 – A Summary of the Resolutions
Attachment 2 – A Resolution on DEI Ideology in Higher Education
Attachment 3 – A Resolution on Governance in Higher Education
Attachment 4 – A Resolution on Freedom of Expression in Higher Education
Attachment 5 – Guidance on the Resolution on DEI Ideology in Higher Education

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Some of the language of these resolutions is drawn from or inspired by recent legislation in Utah, particularly House Bill 261. Portions of the Resolution on Freedom of Expression in Higher Education borrow verbatim from a recent resolution adopted by the Utah Board of Higher Education on the same topic. If the Board approves these resolutions, staff recommends the directives be codified in Board policy.

BOARD ACTION

I move to approve the Resolution set forth in Attachment 2, the title of which is as follows:

A Resolution on DEI Ideology in Higher Education

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Resolution set forth in Attachment 3, the title of which is as follows:

A Resolution on Governance in Higher Education

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Resolution set forth in Attachment 4, the title of which is as follows:

A Resolution on Freedom of Expression in Higher Education

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to direct staff to develop proposed amendments to Board policy codifying the principles of each adopted resolution, where applicable, and bring the amendments forward for first readings not later than the August 2025 Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A Summary of Three Resolutions of the Idaho State Board of Education

Three resolutions of the Idaho State Board of Education affirm the Board's existing policies and provide directives to ensure the success of all students.

Resolution on Diversity, Equity, and Inclusion

This resolution affirms Board policy and Idaho code prohibiting diversity statements in hiring and admissions decisions and confirms that Idaho's institutional accreditor does not require specific structures or activities related to DEI at Idaho's public postsecondary institutions. The resolution defines "DEI Ideology" and makes the following directives:

- Institutions shall establish and maintain equality of opportunity for all students regardless of personal identity characteristics;
- Institutions shall ensure that no central offices, policies, procedures, or initiatives are dedicated to DEI ideology;
- Institutions shall ensure that no employee or student is required to declare gender identity or preferred pronouns.

Resolution on Governance

This resolution affirms Board policy that establishes presidential power at the public postsecondary institutions, including that final decisions at the institutional level rest with the Presidents, and affirms that the Board is responsible to hold the Presidents accountable for their performance. It also affirms that institutions are required by Board policy to conduct regular reviews of tenured faculty and that Presidents may terminate tenured faculty members for "adequate cause." The resolution makes the following directives:

- The Board shall establish clear criteria for evaluating the presidents;
- Institutions shall report to the Board on post-tenure review actions;
- Institutions shall develop faculty codes of conduct.

Resolution on Freedom of Expression

This resolution affirms Board policies and principles related to academic freedom and academic responsibility for faculty, students, and institutions, including the limits to academic freedom. The resolution makes the following directives:

- Institutions shall maintain political neutrality, protect speakers' rights to free expression, protect the safety of those participating in constitutionally protected speech, introduce campus communities to diverse viewpoints, and establish programs designed to educate students and faculty about the institutions' role as the marketplace of ideas;

- Institutions shall provide curricular transparency by making course information available to the public.

Idaho State Board of Education

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A RESOLUTION ON DEI IDEOLOGY

WHEREAS, the general supervision of the state educational institutions of the state of Idaho is vested in the State Board of Education pursuant to Article IX, §2 of the Idaho Constitution and Idaho Code § 33-101; and

WHEREAS, the State Board of Education serves as the Board of Regents of the University of Idaho (Article IX, §10 of the Idaho Constitution; Idaho Code § 33-2802), and the Board of Trustees of Idaho State University (Idaho Code § 33-3003), Boise State University (Idaho Code § 33-4002), and Lewis-Clark State College (Idaho Code § 33-3102); and

WHEREAS, the Board requires the postsecondary institutions to "create a welcoming and dynamic learning environment of belonging by administrators, faculty, and staff who are invested in the success of every student" (Board Policy II.P Human Resources Policies and Procedures); and

WHEREAS, the Board recognizes and values the unique diversity of Idahoans and expects the postsecondary institutions to foster a campus culture that appreciates and reflects this diversity; and;

WHEREAS, the institutions are prohibited from requiring diversity statements in hiring (Board Policy II.P) and in hiring and admissions (Idaho Code § 67-5909B); and

WHEREAS, the Board affirms that Idaho's institutional accreditor does not require institutions to establish or maintain central offices, policies, procedures or initiatives dedicated to diversity, equity, or inclusion beyond general efforts to address existing achievement gaps; and

WHEREAS, the Board affirms that Idaho's institutional accreditor provides general standards of quality assurance but the Board maintains authority over the specific actions the institutions shall take to meet these broad accreditation standards.

NOW, THEREFORE, BE IT RESOLVED that diversity, equity, and inclusion ideology ("DEI ideology") is any approach that prioritizes "personal identity characteristics" (race, color, sex, sexual orientation, national origin, religion, or gender identity) over individual merit; and

BE IT FURTHER RESOLVED that the institutions shall establish and maintain equality of opportunity so that all students may succeed regardless of personal identity characteristics.

BE IT FURTHER RESOLVED that the institutions shall not use personal identity characteristics in decisions affecting the employment or education of any employee or student.

BE IT FURTHER RESOLVED that institutions shall not establish or maintain a central office, policy, procedure, or initiative that promotes DEI ideology.

BE IT FURTHER RESOLVED that institutions shall ensure that no student resource or student success center serves students based on DEI ideology.

BE IT FURTHER RESOLVED that no institution employee or student shall be required to declare gender identity or preferred pronouns in any form of communication.

BE IT FURTHER RESOLVED that nothing herein shall prevent institutions from complying with federal and state laws, external regulatory requirements, or from following other specific guidance provided by the Office of the State Board of Education related to this resolution.

BE IT FURTHER RESOLVED that the resolutions contained herein shall be implemented by June 30, 2025.

ADOPTED and APPROVED by the Idaho State Board of Education, December 18, 2024.

_____
Linda Clark, President

Idaho State Board of Education

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A RESOLUTION ON GOVERNANCE IN HIGHER EDUCATION

WHEREAS, the general supervision of the state educational institutions of the state of Idaho is vested in the State Board of Education pursuant to Article IX, §2 of the Idaho Constitution and Idaho Code § 33-101; and

WHEREAS, the State Board of Education serves as the Board of Regents of the University of Idaho (Article IX, §10 of the Idaho Constitution; Idaho Code § 33-2802), and the Board of Trustees of Idaho State University (Idaho Code § 33-3003), Boise State University (Idaho Code § 33-4002), and Lewis-Clark State College (Idaho Code § 33-3102); and

WHEREAS, the Board affirms through established policy that presidents of the institutions have "full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institutions" (Board Policy I.E.); and

WHEREAS, the Presidents are "held accountable by the Board for the successful functioning of the institution in all of its units, divisions, and services" (Board Policy I.E.); and

WHEREAS, the Board "expects the Presidents to obtain the necessary input from faculty, classified and exempt employees, and students," often through participatory or shared governance, but "holds the Presidents ultimately responsible for the well-being of the institutions" (Board Policy I.E.); and

WHEREAS, the Board understands the principle of "shared governance" to mean a practice of participatory governance that ensures the voices of faculty, employees, and students are considered in administrative and governance decisions made by the Presidents but not to mean a practice whereby faculty, employees, and students share equal power with the Presidents; and

WHEREAS, the Board affirms that "final decisions at the institutional level rest with the Presidents" (Board Policy I.E); and

WHEREAS, the Board confers to the Presidents of the institutions the authority to terminate the employment of any tenured faculty member for "adequate cause," which is defined by the Board

to mean "performance…judged to have been unsatisfactory or less than adequate during the period under review" (Board Policies I.E. and II.L); and

WHEREAS, the Board affirms its policy related to post-tenure review requiring all faculty who receive tenure to receive both annual performance reviews as required of all employees of the state, as well as distinct "periodic performance review[s]…conducted in terms of the tenured faculty member's continuing performance in the following general categories: teaching effectiveness, research or creative activities, professional related services, other assigned responsibilities, and overall contributions to the department" (Board Policy II.G); and

NOW, THEREFORE, BE IT RESOLVED that the Board shall establish clear criteria for evaluating the performance of the Presidents in their duties to ensure successful functioning of the institution in all its units, divisions and services.

BE IT FURTHER RESOLVED that each institution shall submit an annual report related to post-tenure review outcomes, including the number of reviews conducted, the number of performance improvement plans resulting from the post-tenure review process, and the justification for not dismissing faculty who fail to meet the requirements of a post-tenure performance improvement plan.

BE IT FURTHER RESOLVED that each institution establish and maintain a faculty code of conduct that defines the faculty rights, responsibilities, and conduct to foster and sustain an environment conducive to sharing, supporting, and critically examining knowledge and values, and to create an ethical educational climate that strives for effective teaching and learning without prejudice or favor toward any student.

BE IT FURTHER RESOLVED that the resolutions contained herein shall be implemented by June 30, 2025.

ADOPTED and APPROVED by the Idaho State Board of Education, December 18, 2024.

_____
Linda Clark, President

Idaho State Board of Education

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A RESOLUTION ON FREEDOM OF EXPRESSION IN HIGHER EDUCATION

WHEREAS, the general supervision of the state educational institutions of the state of Idaho is vested in the State Board of Education pursuant to Article IX, §2 of the Idaho Constitution and Idaho Code § 33-101; and

WHEREAS, the State Board of Education serves as the Board of Regents of the University of Idaho (Article IX, §10 of the Idaho Constitution; Idaho Code § 33-2802), and the Board of Trustees of Idaho State University (Idaho Code § 33-3003), Boise State University (Idaho Code § 33-4002), and Lewis-Clark State College (Idaho Code § 33-3102); and

WHEREAS, the Board affirms that "in addition to constitutionally protected freedoms of speech, assembly, and religion, students and faculty have the right to engage in free inquiry, intellectual debate, and freedom of scholarship both on and off campus" (Board Policy III.B.); and

WHEREAS, the Board affirms that "students and faculty have the right to express opinions and provide feedback concerning institutional governance and administration without fear of censorship or retaliation" (Board Policy III.B.); and

WHEREAS, the Board affirms that "students have the right to express personal opinions about concepts and theories presented in their courses and to disagree with opinions expressed by faculty and fellow students" (Board Policy III.B.); and

WHEREAS, the Board affirms that "students may not be directed or otherwise compelled to personally affirm, adopt or adhere to any particular political, religious or philosophical tenet or ideology " (Board Policy III.B.); and

WHEREAS, the Board affirms that faculty, students, and the institutions each enjoy certain tenets of academic freedom but are also bound to equally important tenets of academic responsibility (Board Policy III.B.); and

WHEREAS, the Board affirms the rights and responsibilities of faculty to determine what and how to teach in their courses free from administrative or political influence, but within the bounds of academic freedom and academic responsibility, institutional policies, and relevant state and federal laws; and

WHEREAS, the Board affirms that academic freedom does not protect faculty from student challenges to, or disagreement with, instructional methods and content choices; does not protect faculty or students from penalties for violating the law; does not confer the right to faculty or students to violate institutional policies; does not protect faculty or students from disciplinary action consistent with institutional and Board policies; does not protect faculty or students from sanctions or dismissal for professional misconduct or poor performance; and does not protect faculty or students from investigations into allegations of or discipline for scientific misconduct or other violations of institutional or Board policy (Board Policy III.B); and

WHEREAS, the Board values curricular transparency to ensure students have full self-determination in making academic choices, and affirms that all educational content produced by faculty in the course of their duties as public employees of the state of Idaho are public documents (Board Policy V.M.); and

WHEREAS, the Board desires to set expectations for how institutions will implement the broad principles of free expression and academic responsibility operationally through specific policies, practices, and procedures;

NOW, THEREFORE, BE IT RESOLVED that the Board establishes the following expectations and directives to further its commitment to promoting and preserving free expression within the postsecondary institutions it governs and cultivating a thriving marketplace of ideas:

Institutions shall establish and maintain policies, practices and procedures that will

- Maintain political neutrality. Institutions, as governmental entities, or employees acting in their official capacities as representatives of the institution must refrain from taking public positions on political, social, or unsettled issues that do not directly relate to the institution's mission, role, or pedagogical objectives. This does not mean faculty, staff, or students must remain neutral; indeed, institutions should promote a culture that encourages and celebrates forums in which faculty, students, staff, and community members may express conflicting, controversial, or unpopular viewpoints. A fundamental mission of higher education is to promote the exchange of knowledge and ideas through teaching, research, critical evaluation, civil discourse, and debate. Neutrality as an entity allows the institution to protect this mission by supporting those who engage in open, rigorous debate without disaffecting segments of its faculty, staff, and students whose sincerely held beliefs conflict with others. The institution can thereby fulfill its responsibility to be an impartial steward of the marketplace of ideas in which sincerely held viewpoints are subject to rigorous scrutiny and must withstand the challenge of open debate and critical examination on their own merits, not the institution's endorsement.

- Protect a speaker's right to free expression, including controversial, unpopular, or offensive expression. This includes prohibiting individuals or groups from substantially

disrupting others' protected expression. Institutions have a solemn responsibility not only to promote the freedom to debate and scrutinize all ideas in appropriate forums but also to protect that freedom when others attempt to restrict it.

- Protect the educational, research, service, housing and other legitimate functions of the institution by implementing limited and reasonable restrictions on the time, place, and manner of speech to avoid disruption or materially interfering with the normal operation of the institution.

- Protect the safety of campus and the institution's property by prohibiting conduct that violates fire and safety regulations, impedes the normal flow of pedestrian or vehicular traffic, or violates laws or regulations.

- Protect the safety of those participating in constitutionally protected speech on campus by working with security personnel and campus or local law enforcement to establish procedures and criteria for determining when and how it is appropriate for the institution to intervene in a forum for free expression for the sake of public safety.

- Provide processes for reserving spaces, hosting events, and for addressing disputes that may arise over free expression.

- Provide a process for an institution to address, condemn, or prohibit expression that is not constitutionally protected such as that which causes physical harm, damages property, incites violence or illegal activity, constitutes a genuine threat, discriminates, harasses, or otherwise violates the law or institutional policy.

- Protect and cultivate academic freedom and academic responsibility. Faculty must be free to investigate, research, discuss, publish, and teach within their academic expertise and on topics relevant to course curricula without interference from institutional administrators, elected officials, governing boards, or other entities. Institutional neutrality should not be interpreted to allow for restrictions on curriculum, research, expression germane to research or curriculum or to otherwise restrain academic exploration within the bounds of traditional academic freedom and academic responsibility.

- Introduce campus communities to diverse viewpoints, including inviting speakers, sponsoring symposiums and lectures, or presenting other opportunities to hear differing perspectives and ideas. To provide these opportunities policies shall be developed that include criteria to avoid making decisions related to speakers or events on the basis of

opposition to the viewpoint(s) being expressed or that a viewpoint is controversial, and criteria to avoid prohibiting a speaker's presence or an event on campus because it may generate concerns about security and public safety. These policies and procedures should include clear, objective, narrow, and content-neutral criteria for determining security costs charged to a speaker, event organizer, or a sponsoring entity.

- Establish a program designed to educate new students, faculty, and staff about the institution's role as the marketplace of ideas; what constitutes protected speech and what does not; when the institution may intervene in free expression activities, such as when they involve direct threats, violence, illegal harassment or discrimination; how to appropriately express viewpoints through events, such as protests, parades, or other events, including an explanation of the institution's time, place and manner restrictions; and the institution's policies prohibiting the disruption of others' rights to free expression, including shouting down speakers or blocking speakers' access to a forum. The scope and medium in which the institution delivers this program may be tailored to the institution's mission and role.

BE IT FURTHER RESOLVED that each institution shall make curricular information about each course available to the public digitally in a manner that shall be defined in Board policy.

BE IT FURTHER RESOLVED that the resolutions contained herein shall be implemented by June 30, 2025.

ADOPTED and APPROVED by the Idaho State Board of Education, December 18, 2024.

_____
Linda Clark, President

The Office of the State Board of Education provides the following guidance related to the Resolution on DEI Ideology in Higher Education adopted by the Board on December 18, 2024.

Nothing in the resolution prohibits the institutions from taking any of the following actions:

- **Undertaking non-discriminatory activities, policies, and procedures to support student success, including students at higher risk of not completing a program or degree;**
    - Examples include
        - Supporting first generation college students, veterans, students with disabilities, international students, PELL eligible students, and transfer students, including establishing or maintaining designated centers for such students
        - Pursuing recruitment, enrollment, retention, completion, and graduation goals based on objective demographic and institutional data, especially for compliance with program-specific accreditation
        - Addressing cultural education, celebration, engagement, or awareness without the promotion of differential treatment

- **Supporting citizens of federally recognized American Indian tribes;**
    - Examples include
        - Establishing and maintaining a designated center for American Indian students
        - Supporting American Indian cultural events
        - Offering or facilitating scholarships for American Indian students

- **Complying with athletic requirements;**
    - Examples include
        - Complying with Title IX requirements of the federal Higher Education Act as they relate to athletics
        - Complying with NCAA, NAIA and athletic conference requirements

- **Complying with academic program-specific accreditation requirements;**
    - Examples include
        - Adhering to accreditation standards for certain health professions programs

- **Supporting student clubs and employee affinity groups;**
    - Examples include
        - Allowing students to establish clubs focused on political or social issues
        - Allowing faculty and staff to establish groups for themselves based on specific interests or personal identity characteristics

- **Maintaining eligibility for grants and federal programs;**
    - Examples include

        - Complying with National Science Foundation grant requirements like recruiting or mentoring students from underrepresented groups, creating opportunities for individuals from diverse backgrounds, or developing inclusive research environments

- **Offering scholarships**
    - Examples include
        - Offering scholarships to American Indian students, first-generation students, or students from historically underserved communities

- **Complying with federal and state laws and regulations**
    - Examples include
        - Complying with the Americans with Disabilities Act (ADA)
        - Establishing and maintaining a disability center
        - Complying with the Higher Education Act, including meeting requirements for designation as a Hispanic Serving Institution (HSI)

TAB	DESCRIPTION	ACTION
1	BOARD POLICY I.M. - ANNUAL PLANNING AND REPORTING – FIRST READING	Action Item
2	REQUEST TO APPROVE PRINCIPAL REGISTERED APPRENTICESHIP PROGRAM STANDARDS	Action Item
3	REQUEST TO APPROVE NEW EARLY LITERACY ENDORSEMENT PROGRAM APPLICATION FOR IDAHO STATE UNIVERSITY	Action Item
4	IDAHO DIVISION OF VOCATIONAL REHABILITATION UPDATE	Discussion Item

SUBJECT

Board Policy I.M. - Annual Planning and Reporting – First Reading

REFERENCE

March 2008	The Board approved first reading of Board Policy I.M. clarifying the Board's role in accreditation visits and Board self-evaluation
April 2008	The Board approved second reading of Board Policy I.M.
August 2008	The Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	The Board approved second reading of Board Policy I.M.
April 2011	The Board approved first reading of Board Policy I.M.
June 2011	The Board approved second reading of Board Policy I.M.
December 2016	The Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.
February 2017	The Board approved second reading of Board Policy I.M.
April 2024	The Board approved a first reading of proposed amendments to Board policy I.M.
June 2024	The Board approved second reading of proposed amendments to Board policy I.M. to for the purpose of aligning with statute and DFM procedures.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy I.M. Annual Planning and Reporting
Sections 67-1901 through 67-1905, Idaho Code

BACKGROUND/DISCUSSION

Sections 67-1901 through 67-1905, Idaho Code, establish the State's annual strategic plan and performance reporting requirements. These requirements include the annual review and submission of strategic plans and performance measures. Institutions and agencies under the oversight of the Board submit their strategic plans to the Board for approval. The approved plans are then submitted by the Board office to the Division of Financial Management (DFM). This is part of a year-long cycle of continuous improvement.

Title 67, Chapter 19, Idaho Code also establishes that guidance for the statewide strategic planning process is to be governed by DFM. The DFM maintains a Strategic Planning and Performance Reporting guidance document and provides training to state agencies.

Board Policy I.M. is revised to separate the systemwide measures from the larger strategic planning process. This will allow for the systemwide measures to be addressed more nimbly by separate vote of the Board. It will also ensure that the Board's K-20 strategic plan, which is reviewed for potential revisions each February, is the only document governing the specific measures two and four-year institutions are required to include in their annual Performance Reports to DFM.

The proposed revisions have been workshopped with representatives from the two and four year institutions.

IMPACT

Proposed revisions to Board Policy I.M. will reduce the number of systemwide measures each two and four-year institution is required to include in their individual Performance Reports from 9 to 3. This provides a more intentional focus on meaningful outcomes-based systemwide measures while also allowing institutions to celebrate their individuality through the inclusion of up to 7 additional measures drawn from separately Board approved strategic plan, specific to each institution.

ATTACHMENTS

Attachment 1 – Board Policy I.M. Annual Planning and Reporting – Proposed Amendments, redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommend approval of the proposed revisions to Board Policy I.M.

BOARD ACTION

I move to approve the first reading of the proposed amendment to Board Policy I.M. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, under the Board's governance and oversight.

1. Board Approval
   a. The Board will approve annually a K-20 strategic plan.
   ~~a.~~b. The Board will ~~and~~ approve strategic plans for each agency and institution.
   ~~b. The Board will approve annually a K-20 performance report and performance reports for each agency and institution.~~

2. Strategic Plan Requirements
   a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
   b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
   ~~b.~~c. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual strategic plans.
   ~~c.~~d. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
      i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
   ~~d.~~e. Institutional strategic plans shall be compliant with applicable accreditation requirements.
   ~~e. All strategic plans shall include at least one programatic goal and one operational goal.~~

3. Performance Report Requirements
   a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.
   ~~a.~~b. All performance reports shall be aligned to the Board approved strategic plan for the submitting agency or inss~~n~~titution.
   ~~b.~~c. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.

4. Training
   a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.

5. Timeline
   a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.
   b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
   c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than ~~the meeting materials due date for the Board's regularly scheduled October meeting each year~~ August 15th each year.
   ~~d. Community colleges dimust seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.~~
   d. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.
   e. Performance reports shall be submitted to the Board for informational purposes no later than the Board's regularly scheduled October meeting each year.

6. Annual Reports
   a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
   b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.

7. Performance Measures

   a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
      ~~i. The Board may require agencies and institutions to include such measures in the agency or institution's strategic plan and performance report.~~
      i. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual performance reports.
      ii. Board staff will determine the business rules applicable to such measures.
      iii. Board staff will provide a reporting schedule for such measures.
   b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no

more than ten (10) performance measures may be included in the performance report.

8. Additional Reports

Agencies and institutions will provide any data or report requested by the Board, in accordance with a schedule and format established by the Executive Director.

The census dates for reporting postsecondary data shall be October 15th and March 15th of each year.

SUBJECT

Request to Approve Principal Registered Apprenticeship Program Standards

REFERENCE

June 14, 2022	The Board approved legislative ideas, including one related to the development of an educator registered apprenticeship program.
December 2023	The State Board of Education approved the K-12 Registered Apprenticeship Program Standards
June 2024	The State Board of Education approved the SPED Registered Apprenticeship Program Standards

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1201, Idaho Code

BACKGROUND

Senate Bill 1069 (2023) made administrative changes in the current certification requirements to allow individuals who complete a registered apprenticeship program that is registered with the U.S. Department of Labor and approved by the State Board of Education to be eligible for certification. The amendments to Idaho Code § 33-1201 allow for a student serving in a practicum, internship, or student-teaching position under the supervision of a certificated staff person to be paid. The amendments also allow individuals who successfully complete an approved registered apprenticeship program to be eligible for standard certification and shall be accorded the same liability insurance coverage by the school district being served as that accorded such certificated person in the same district, and such student shall comply with all rules and regulations of the school district or public institution while serving in such a capacity.

In July 2024, Board staff began collecting input and recommendations for Idaho's Principal Educator Registered Apprenticeship Program. Board staff facilitated a virtual work session on 10/28/2024 to collect input and recommendations. The work session included a variety of faculty from Idaho's educator preparation providers and administrator preparation programs. Input was also requested from the Idaho Department of Education and the Idaho Association of School Administrators. The discussions of the workgroup and the additional input informed the proposed Principal Educator Apprenticeship Program Standards presented to the Board for consideration.

DISCUSSION

Registered Apprenticeship Programs (RAPs) are driven by employers. In the proposed structure, a Local Education Agency (LEA) is the employer. The related technical instruction provider (RTI Provider) is the administrator preparation

program provider. An employer may apply to offer the Principal Educator Registered Apprenticeship Program through the RAP sponsor (the Board Office). The employer and the sponsor collaborate on the development of a training plan, which is individualized for each apprentice within the boundaries of an established RAP structure. Once the employer receives approval from the sponsor to offer the Principal Educator Registered Apprenticeship Program, the employer may post the Principal Apprentice position. Then, the employer will screen and hire their selected Principal Apprentice.

The structure of the RAP requires the completion of a minimum of 1,500 hours of on-the-job learning supplemented by 144 hours of related technical instruction. The RAP Standards specifies on-the-job and related technical instruction competencies an apprentice is expected to master. The Principal Educator Registered Apprenticeship Program is a two-year program. A Principal Apprentice may take less time or more time to complete the requirements of the RAP based on prior experience and needed time.

If a local education agency hires a Principal Apprentice and the apprentice application is approved by the Board Office and U.S. Department of Labor/Idaho Department of Labor, then the employee is an apprentice. The Principal Apprentice will work under the supervision of a certified school administrator mentor. The Principal Apprentice may not serve as Principal of record. The Principal Apprentice is in a role as a certified instructional staff or pupil service staff member and works to complete the Principal Apprentice during on-the-job learning hours. The Principal Apprenticeship Program must also culminate in a Master's Degree.

The sponsor, employer, and apprentice participating in a RAP are eligible to apply for various federal funding opportunities that they would not be eligible for without RAP status. However, RAP federal funding opportunities are applicable on an apprentice-by-apprentice basis. Which funding and how much funding is available to a sponsor, employer, or apprentice cannot be determined until the employer and apprentice are enrolled. Competitive federal funding opportunities exist, and awards may be used to offset the cost to employers for things like mentorship stipends or training. Other federal funding opportunities may be used to offset the cost to apprentices for things like assessment fees and childcare during training.

The goal of a registered apprenticeship program is to create a pathway for candidates who do not have the opportunity to stop working full-time while they pursue certification through a more traditional pathway along with those who are place-bound. It provides a pathway for employers to select candidates they want to hire and whose development they are invested in, but who are not able to pursue certification through other pathways.

IMPACT

If the Board approves the Principal Educator Registered Apprenticeship Program Standards as presented, then the Office of the State Board of Education staff can submit the standards to the Idaho Department of Labor/U.S. Department of Labor for approval. Upon approval from the Idaho Department of Labor/U.S. Department of Labor, the program will be available for Idaho LEAs.

ATTACHMENTS

Attachment 1 – Principal Educator Registered Apprenticeship Program Standards

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed Principal Educator Registered Apprenticeship Program Standards.

BOARD ACTION

I move to approve the Principal Educator Registered Apprenticeship Program Standards as submitted in Attachment 1.

Moved by _____ Seconded by _____Carried Yes_____No_____

Appendix A.3

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A.3

WORK PROCESS SCHEDULE
K-12 Principal
O*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐ Time-based ☐ Competency-based ☒ Hybrid

2. TERM OF APPRENTICESHIP

As per USDOL Circular 2016-1, a "Hybrid approach" [Section 29.5(b)(2)(iii)] provides for the measurement of the apprentice's skill acquisition through a combination of specified minimum hours of on-the-job learning and the successful demonstration of identified and measured competencies. A hybrid approach requires a minimum and maximum range of time/hours assigned. Sponsors that choose to utilize a hybrid approach must comply with these guidelines for the competency-based portion of the apprentice's term of apprenticeship. The hybrid approach specifies a minimum and maximum range of hours of on-the-job learning for each task or job requirement, plus the successful demonstration of acquired skills as described by the task statements listed in the work process schedule. Under the hybrid approach, the term of the occupation cannot be less than 2,000 hours of on-the-job learning, per Section 29.4 Criteria for apprenticeable occupations. However, once a term of a hybrid occupation has been Approved the range of hours may be adjusted upward or downward by twenty-five (25) percent, but not both ways. For example: a hybrid occupation with a range of 3,000 to 4,000 hours can be increased with a range of 4,000 to 5,000 hours. A minimum/maximum range of hours would also give the apprentice an opportunity to accelerate the completion of the apprenticeship program with the appropriate test and evaluations provided to the apprentice, by the sponsor. Maximum allowable credit for prior work experience is 50 percent of training.

The term of a **K-12 PRINCIPAL** apprenticeship is outlined as 2000-2500 hours of OJL attainment, supplemented by the 144 hours of related instruction per 2000 hours of OJL. Under the definition of the hybrid approach, the sponsor may choose reduce the hours of this apprenticeship program to 1500 hours or increase the term to 3125 hours.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice to 1 Journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $46,250.00.

Period	Hours/Competencies	Minimum Wage
1	Starting Wage	$43,500.00
2	50% of Competencies Complete	$44,500.00

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 90 days.

6. SELECTION PROCEDURES

Please see page A-10.

Appendix A.3

ON-THE-JOB LEARNING OUTLINE
K-12 PRINCIPAL
O*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

REQUIREMENTS:

Apprentice Orientation Checklist and Apprenticeship Agreement Form 671

Per 29 CFR 29.5, prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship.

It is the responsibility of the sponsor to submit the following proof of apprentice consent by uploading the following documents signed by the apprentice to the apprentice's RAPIDS profile:

1. *Signed Form 671 (apprentice agreement)*
2. *Signed Apprentice Orientation Checklist*

Visit the Idaho Sponsor Success Guide – Onboarding Apprentices to download required document templates.

To enter the Apprenticeship Program:

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

☒ There is an educational requirement of:

- Obtained a high school diploma/GED
- Obtained a Baccalaureate Degree

☒ Other:

- Obtain certified employment with an Idaho Public K-12 school district or charter school.
- If the principal apprentice does not hold a Master's degree with a concentration in school leadership, then the principal apprentice must enroll and be granted acceptance to an educator preparation program for school principals from an approved related technical instruction (RTI) provider that culminates in a Master's degree.

ON-THE-JOB LEARNING – WORK PROCESS SCHEDULE

Every registered apprenticeship Principal program includes structured on-the-job learning. On-the-job training is developed through mapping the skills and knowledge that the apprentice must learn over the course of the registered apprenticeship Principal program in order to be fully proficient in the job.

- Assigned certified school administrator mentor.
- Individualized Professional Learning Plan.
- Principal Evaluation
    - The principal apprentice must achieve basic or higher in all components in final year of principal ERAP.
- The principal apprentice may not serve as a school principal of record until fully certified as a school principal.
- The principal apprentice is responsible for on-the-job learning hour tracking.
- Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting.

ON-THE-JOB LEARNING:

Per IDAPA 08.02.02.121, each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards. Principal evaluation standards shall additionally address the following domains and components:

DOMAIN 1: School Climate		
Competencies	**Date Completed**	**Initial**
○ An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. • **i. School Culture** - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. • **ii. Communication** - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. • **iii. Advocacy** - Principal advocates for education, the district and school, teachers, parents, and students that engender school support and involvement.		

DOMAIN 2: Collaborative Leadership		
Competencies	**Date Completed**	**Initial**
○ An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. • **i. Shared Leadership** - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. • **ii. Priority Management** - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. • **iii. Transparency** - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. • **iv. Leadership Renewal** - Principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others. • **v. Accountability** - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.		

DOMAIN 3: Instructional Leadership		
Competencies	**Date Completed**	**Initial**
○ An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. • **i. Innovation** - Principal seeks and implements innovative and effective solutions that comply with general and special education law. • **ii. Instructional Vision** - Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. • **iii. High Expectations** - Principal sets high expectations for all students academically, behaviorally, and in all aspects of student well-being. • **iv. Continuous Improvement of Instruction** - Principal has proof of proficiency in assessing teacher performance based upon the state evaluation framework. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by instructional vision. • **v. Evaluation** - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. • **vi. Recruitment and Retention** -Principal recruits and maintains a high-quality staff		

Appendix A.3

RELATED INSTRUCTION OUTLINE
K-12 PRINCIPAL
O*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

RELATED INSTRUCTION PROVIDER

Idaho Office State Board of Education

650 W State St 3rd floor

Boise, Idaho 83720

REQUIRED ORIENTATION TO APPRENTICESHIP TRAINING PROGRAM

Idaho Department of Labor to Apprentice Orientation Training Program:

The Apprentice Orientation Program provides the apprentice with information and training relevant to every apprenticeship program. It is recommended that this training is completed within the apprentices first 30 days of the apprenticeship. It is 3 hours in length and can be accessed through the link below:

https://labor-idaho.hubspotpagebuilder.com/apprentice-mentee-training-program

USDOL ANTI-HARRASMENT VIDEO

Informational video from the USDOL regarding Anti-Harassment created specifically for apprenticeship programs. Can be accessed through the link below:

https://www.dol.gov/agencies/eta/apprenticeship/eeo/harassment/video

RELATED INSTRUCTION DESCRIPTIONS:

Apprentices receive related training and instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by a college, a technical school, an apprenticeship training school, or by the employer itself. Credit for prior learning may be provided by public Educator Preparation Providers as stated in Idaho State Board of Education Policy III.L Prior Learning III.L. - Prior Learning | Idaho State Board of Education.

Related Instruction for a K12 Principal is determined by the Related Technical Instruction Provider and based on the Idaho Standards for school principals. The related technical instruction must culminate in a Master's degree or higher from an approved related technical instruction (RTI) provider. The Master's degree must include the completion of at least thirty (30) semester credit hours of graduate study in school administration for the preparation of school principals at an accredited college or university. Related technical instruction must also include an approved Administrator Evaluation Training Course or embedded training to include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the Idaho framework for teaching evaluation. The Principal apprentice will receive an institutional recommendation for a School Principal from the approved related technical instruction provider.

Idaho Standards for School Principals

Standard 1: Mission, Vision, and Beliefs.
The school principal candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Standard 2: Ethics and Professional Norms.
The school principal candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

Standard 3: Equity and Cultural Responsiveness.
The school principal candidate strives for equity of educational opportunity and models culturally responsive practices to promote the academic success and well-being of all students.

Standard 4: Curriculum, Instruction, and Assessment.
The school principal candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students.

Standard 5: Community of Care and Support for Students.
The school principal candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Standard 6: Professional Capacity of School Personnel.
The school principal candidate develops the individual professional capacity and practice of school personnel to promote the academic success and well-being of all students.

Standard 7: Professional Community for Teachers.
The school principal candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote the academic success and well-being of all students.

Standard 8: Meaningful Engagement of Families and Community.
The school principal candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote the academic success and well-being of all students.

Standard 9: Operations and Management.
The school principal candidate demonstrates knowledge of how to manage school operations and resources to promote the academic success and well-being of all students.

Standard 10: Continuous School Improvement.
The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students.

TOTAL MINIMUM HOURS 144 PER YEAR

SELECTION PROCEDURES:

The process for finding and selecting the best talent possible for an apprenticeship opening position includes the following:

The sponsor may post open positions on career sites or the company's internal career board to solicit applications.

Applications will be pre-screened to eliminate candidates who do not meet the basic qualifications requirements of the position.

Those applicants that meet basic qualifications will be processed through an assessment to screen out those who lack the desire and interest for the apprenticeship. Screening applicants will be performed through interviews and job simulations to select candidates with the highest potential for apprenticeship success.

The Apprentice(s) will be selected based on the most qualified candidate.

Applicants that have accepted the position will be registered within 45 days.
The apprenticeship selection process and procedures will be uniformly and consistently applied to all applicants.

Any applicant who feels that they were wrongfully denied entry into the apprenticeship program may appeal the decision using the applicant appeals procedure described in Section J of the Standards.

Maintenance of Applications and Selection Records

The sponsor and participating employer will keep adequate records according to their own internal systems, policies, and procedures. There will be no undue burden placed on the company in regarding to hiring the applicant as their apprentice. The items and records maintained, including qualifications of each applicant; the basis for evaluation for selection or rejection of each applicant; the records pertaining to interviews of applicants; the original application for each applicant; information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination; rates of pay or other forms of compensation or conditions of work; hours including hours of work and, separately, hours of training provided; and any other records pertinent to a determination of compliance with 29 CFR § 30, as may be required by the U.S. Department of Labor.

The records pertaining to individual applicants selected will be maintained in such manner as to permit the identification of race, gender, or ethnicity.

Records will be maintained for 5 years from the date of last action and made available upon request to the U.S. Department of Labor or other authorized representative.

SPONSOR OBLIGATION TO PREVENT HARASSMENT AND INTIMIDATION OF APPRENTICES:

Under the National Apprenticeship Act of 1937, OA is conferred the responsibility to protect the safety and welfare of apprentices. Pursuant to this authority, OA has issued regulations designed to ensure that apprentices participating in the National Apprenticeship System are free from unlawful discrimination, harassment, intimidation, and workplace violence. In all states under 29 CFR 30.3(b)(4), sponsors are obligated to develop and implement procedures to ensure that its apprentices are not harassed because of their race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability and to ensure that its apprenticeship program is free from intimidation and retaliation as prohibited by §30.17.

Harassment and intimidation of any apprentices is intolerable and unacceptable. Program sponsors are obligated under 29 CFR Part 30 to design and implement internal procedures and adopt practical measures for effectively addressing and mitigating harassment risks to apprentices, as well as for promptly handling and resolving apprentice complaints about harassment and intimidation. Additionally, sponsors are responsible for ensuring affiliated and contracted employers do not ignore, tolerate, or encourage any conduct that suggests acceptance of such behaviors.

Incidents of harassment and intimidation of apprentices warrant swift and decisive action from sponsors to prevent reoccurrences and promote environments of tolerance and equity in the workplace so that all apprentices feel safe, welcomed, and treated fairly.

Examples of practical measures sponsors may employ to combat incidents of harassment, discrimination, and intimidation include, but are not limited to:

- designating an individual or office within the employing organization to handle harassment complaints and effectively address harassment risks;
- establishing disciplinary guidelines and procedures for holding offending persons accountable for their actions;
- adopting a process for immediately referring incidents of workplace harassment that involve assault or other crimes to law enforcement agencies; and
- providing supportive services (such as counseling) to apprentices who have experienced harassment and intimidation in the workplace.

OA prohibits, and sponsors must be vigilant in preventing, retaliation against any apprentice for making a good-faith report of harassing conduct, opposing any harassing behavior or other form of discrimination, cooperating with or participating in any investigation of alleged harassing conduct, or otherwise engaging in protected activity.

Harmful and malicious conduct must never be ignored, tolerated, or abetted by program sponsors or participating employers. Apprentices of all racial, ethnic, sexual, religious, and disability backgrounds are entitled to a workplace that is safe, welcoming, and free of both physical and emotional abuse. When made aware of such conduct, the failure of RAP sponsors or an SAA to take immediate action to address and eradicate said conduct could result in the initiation of enforcement proceedings by the Office of Apprenticeship, as well as other governmental agencies, against those parties. Regulatory compliance dictates all reasonable measures be put forth to avoid such an outcome. Sponsors can work towards eliminating harassment by promoting awareness, steadfastly committing to the principles of diversity, equity, inclusion and accessibility (DEIA), and taking swift action to report and hold accountable those who engage in harassing behavior.

SUBJECT

Request to Approve New Early Literacy Endorsement Program Application for Idaho State University

REFERENCE

August 2023	State Board of Education approved the Idaho Standards for Educator Preparation Providers.
October 2023	State Board of Education approved the Educator Preparation New Program Approval Guide.
February 2024	State Board of Education approved Brigham Young University–Idaho's K-12 Literacy Endorsement Program
April 2024	State Board of Education approved Northwest Nazarene University's Early Literacy Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-114
IDAPA 08.02.02.015.01, Rules Governing Uniformity
IDAPA 08.02.02.021, Rules Governing Uniformity
Idaho State Board of Education Governing Policies & Procedures, Section IV.D.

BACKGROUND/DISCUSSION

In academic year 2022-23, a work group was formed to create the Idaho Standards for Educator Preparation Providers and the New Endorsement Program Approval Guide. These two documents were approved by the Idaho State Board of Education (State Board) in 2023. Newly approved endorsement programs are added to the Educator Preparation Provider's State Review, which occurs on a seven-year cycle. Brigham Young University – Idaho, was the first Educator Preparation Provider to undergo the newly approved process. Prior to this new endorsement program review, two Educator Preparation Providers have undergone the new review process. Idaho State University is now the third Educator Preparation Provider to undergo the new endorsement program review process. A review team of experts reviewed the New Early Literacy Endorsement Program Application and the review team recommends the new program application. The review team asked for minor changes to be made to the course matrix and syllabi. These minor changes were provided to Idaho State University's Educator Preparation Provider. These minor changes were agreed to and will be made internally.

IMPACT

The approval of the new endorsement program application would allow Idaho State University to offer an Early Literacy endorsement program as a 20-credit endorsement option leading to certification for teacher candidates. The disapproval of the new endorsement program application would not allow Idaho

State University to offer an Early Literacy endorsement program as a 20-credit endorsement option leading to certification for teacher candidates.

ATTACHMENTS

Attachment 1 – Idaho State University Early Literacy Endorsement Program Approval Evaluation Report and Recommendation
Attachment 2 - Idaho State University Early Literacy Program Application

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff facilitated the New Early Literacy Endorsement Program Application review and recommends approval of Idaho State University's requested New Early Literacy Endorsement Program.

BOARD ACTION

I move to approve the request by the Office of the State Board of Education's review team to approve Idaho State University's new twenty (20) credit Early Literacy Endorsement Program Application leading to teacher certification as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

New Certificate Endorsement Program Evaluation Report
Idaho State University
October 24, 2024

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EDUCATOR PREPARATION PROVIDER
Idaho State University

NEW CERTIFICATE ENDORSEMENT PROGRAM
Early Literacy (K-3)
Add-On Certificate Endorsement Program

NEW CERTIFICATE ENDORSEMENT PROGRAM APPLICATION REVIEW DATE
October 24, 2024

REVIEW TEAM

Facilitator:

Name	Employer	Role
Katie Shoup	Office of the Idaho State Board of Education	Educator Effectiveness Program Manager

Review Team:

Name	Employer	Role
Dr. Sally Brown	College of Idaho	Education Associate Professor
Dr. Amy Clark	Brigham Young University - Idaho	Professor
Carolyn Cort	Boise State University	Clinical Assistant Professor
Kristi Enger	Idaho Division of Career Technical Education	Director of Certification Professional Standards Commission

REVIEW OF NEW CERTIFICATE ENDORSEMENT PROGRAM APPLICATION A

Review of New Certificate Endorsement Program Application for Idaho State Board Approved Educator Preparation Providers			
Name of Educator Preparation Provider	**Idaho State University**	**Date of Submission**	**October 16, 2024**
New Certificate Endorsement Program Name	**Early Literacy (K-3) – Add-On Certificate Endorsement Program**	**Certification/ Endorsement**	**Early Literacy (K-3)**

1.3 IDAHO EDUCATIONAL EXPECTATIONS **Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.**	
Endorsement	**Aligned**
Early Literacy (K-3) **Twenty (20) semester credit hours** *Certificate and Endorsement Requirements* *(IDAPA 08.02.02 & State Board Policy IV.D.)*	Overall Aligned (X) Pending Requested Changes Below

Component	**Requested Changes**
General changes across certificate endorsement program components	• Group pre-requisites together • List 3322 – Dual listed course as a requirement • Clarify alignment of course objectives to endorsement language and matrix • Clarify "developing theoretical framework" to show alignment to the Science of Reading
The body of knowledge regarding Science of Reading	• Call out Science of Reading in Syllabi • "Text Choie Varies with Instructor" – Clarify how alignment will be ensured • Identify Science of Reading strategies - such as Scarborough's Rope • Identify frameworks • Clarify structures of written/oral Language
Early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers	• Clarify and call out advocacy strategies
Idaho Comprehensive Literacy Plan	• Break this down into objectives for the syllabi • This could be listed as a course text in one or two of the foundational courses

REVIEW TEAM RECOMMENDATION

Recommend

The review team **does recommend** the approval of the new Early Literacy (K-3) (20) credit hour add on certificate endorsement program application by Idaho State University pending the requested changes are made.

Idaho State Board of Education

NEW ENDORSEMENT APPLICATION

Name of Educator Preparation Provider	Idaho State University	**Date of Submission**	10-16-2024
New Program Name (as applicable)		**Certification/Endorsement**	Early Literacy (K-3) Endorsement

Component	**How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)**	
	Evidence Item (Only link to PDFs)	**Evidence Item (Only link to PDFs)**
Endorsement Requirements (IDAPA 08.02.02) 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 literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.	Degree MAP for BA in Elementary Education with Early Literacy Endorsement	This degree MAP provides the standard course schedule for candidates pursuing a Bachelor of Arts in Elementary Education with the Early Literacy Endorsement.
	Course Matrix for Early Literacy Endorsement	This course matrix provides a snapshot of each course, its description, textbook(s), outcomes, and key assessments.
	Information only: *[EDUC 3322* – Literature for Children Across the Curriculum] (3 credits) [*Core Elementary Education course that is NOT part of the endorsement but contributes to meeting the standard, aligned to Idaho Comprehensive Literacy Standard 2 and parts of ICLS 4.]*	**The specific endorsement requirements this course **introduces** candidates to are:* • ***methods of teaching reading and writing*** • ***vocabulary**, **fluency**, and **comprehension*** • ***language acquisition and development*** • ***stages of reading and writing development*** • ***early elementary reading and writing resources including children literacy advocacy strategies for meeting the needs of struggling readers and writers*** • ***Idaho Comprehensive Literacy Plan***
	EDUC 3321 – Language Arts Methods (3 credits) [Dual-listed core Elementary Education course aligned to Idaho Comprehensive Literacy Standard 1 and parts of ICLSs 4 and 5]	The specific endorsement requirements this course **introduces** candidates to are: • **methods of teaching reading and writing** • **the science of reading** • **cognitive process of learning to read and write** • **phonological and phonemic awareness** • **oral language development** • **phonics** • **fluency** • **literacy difficulties including characteristics of dyslexia** • **language acquisition and development** • **stages of reading and writing development** • **early elementary reading and writing resources** • **Idaho Comprehensive Literacy Plan**

	EDUC 4419 – Developmental Literacy and Assessment (3 credits) *Prereq: 3321* [Dual-listed core Elementary Education course aligned to Idaho Comprehensive Literacy Standard 3 and parts of ICLSs 4 and 5]	The specific endorsement requirements this course **introduces** candidates to are: • **the science of reading** • **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** • **Idaho Comprehensive Literacy Plan**
	EDUC 4460 – Foundations of ESL (3 credits)	The specific endorsement requirements this course **extends** candidate knowledge in are: • **cognitive process of learning to read and write** • **language acquisition and development** • **stages of reading and writing development** • **Idaho Comprehensive Literacy Plan**
	EDUC 4414 – Pedagogy and Content Knowledge (3 credits) *Prereq: 3321*	The specific endorsement requirements this course **extends** candidate knowledge in are: • **methods of teaching reading and writing** • **data-driven instruction and intervention** • **Idaho Comprehensive Literacy Plan**
	EDUC 4433 – Language, Literacy, and Neurology (3 credits) *Prereq: 3321*	The specific endorsement requirements this course **extends** candidate knowledge in are: • **body of knowledge regarding the science of reading** • **cognitive process of learning to read and write** • **early recognition of literacy difficulties including characteristics of dyslexia** • **language acquisition and development** • **stages of reading and writing development** • **Idaho Comprehensive Literacy Plan**
	EDUC 4426 – Remediation of Literacy Problems (3 credits) *Prereq: 4419*	The specific endorsement requirements this course **extends** candidate knowledge in are: • **methods of teaching reading and writing** • **data analysis related to early recognition of literacy difficulties including characteristics of dyslexia** • **data-driven instruction and intervention** • **early elementary reading and writing resources including children literacy advocacy strategies for meeting the needs of struggling readers and writers** • **Idaho Comprehensive Literacy Plan**.

	EDUC 4420 – Advanced and Compensatory Reading and Writing (3 credits) *Prereq: 4426*	The specific endorsement requirements this course **extends** candidate knowledge in are: • **methods of teaching reading and writing** • **body of knowledge regarding the science of reading** • **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 literacy advocacy strategies for meeting the needs of struggling readers and writers** • **Idaho Comprehensive Literacy Plan**

Signatures			
Signature of the College/Program Chair, Director, or Other Designee	DocuSigned by: Amanda Eller 56FC8CC2BB7743E...	**Date**	10/16/2024
Signature of the College of Education Dean or Educator Preparation Provider Head Official	Signed by: Emma Wood 9C6CA6950487416...	**Date**	10/16/2024

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in State Board Policy III.G – Postsecondary Program Review and Approval.*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

TAB	DESCRIPTION	ACTION
1	PPGA - STRATEGIC PLAN AND PERFORMANCE MEASURES	Action Item

SUBJECT

Strategic Plan and Performance Measures Revision

REFERENCE

February 2023	Board approved the annual K-20 Strategic Plan.
April 2023	Board approved first reading of Board governed institution and agency strategic plans.
June 2023	Board approved final institution and agency annual strategic plans
February 2024	Board approved the annual K-20 Strategic Plan.
June 2024	Board approved final institutions and agency annual strategic plans.

BACKGROUND/DISCUSSION

Sections 67-1901 through 1905, Idaho Code establish a statewide strategic planning process. The purpose of this process is to improve state agency accountability to state citizens and lawmakers, increase the legislature's ability to oversee agency performance, assist lawmakers with policy and budget decisions, and to increase the ability of state agencies to improve delivery of services and overall program effectiveness. The process is applicable to all state agencies and special programs thereof that receive state funds through legislative appropriation.

The statutorily established process includes a strategic planning "front end", and a performance reporting "back end". Strategic plans outline goals, which the Board must approve. At the end of any given fiscal year, performance reports provide a snapshot of each agency's outcomes on the goals established for that year.

Pursuant to Section 67-1905, Idaho Code, The Division of Financial Management is authorized to administer the statewide strategic planning process, including maintaining guidelines, managing timelines, and providing training to agencies and legislators. Performance reports are submitted to DFM in August as part of the budget submission process.

The strategic planning process is a year-long cycle. In February the Board approves any updates or revisions to its five-year strategic plan. In April, institutions and agencies governed by the Board submit drafts of their strategic plans for review. In June all plans are finalized and submitted to the Division of Financial Management along with budget requests for the next fiscal year.

In August, agencies and institutions submit performance measure reports, which are verified by Board staff for compliance and accuracy prior to being submitted to DFM. In October of 2024 the Board engaged in a work session with institutional presidents and staff to consider revisions to performance measures. As a follow-up, the PPGA committee met with representatives from each institution on

December 4, 2024. This discussion focused around two primary questions:

1. What is/are the most important measure(s) of institutional success and how are they measured now?
2. How can we shift from a focus on inputs to a focus on outcomes?

Through the discussion several themes surfaced, including, that the nine (9) systemwide measures currently in place (last adopted in 2021) should be reduced in number and narrowed in scope, and that the Board should seek to strike a better balance of requirements and flexibility within strategic planning and performance reporting system. A specific theme was the repetition of key performance measures that have clear systemwide measurability. These include: persistence, retention, and graduation.

Based on the PPGA committee discussion, participants have been invited to briefly share their perspective on this work with the entire board. Additionally, staff was tasked with preparing a first draft of the Board's K-20 strategic plan for review as well as additional revisions to Board Policy I.M., which was presented as a separate agenda item.

The current K-20 strategic plan establishes three (3) goals with objectives. Attachment 2 presents the full K-20 strategic plan with the proposed edits in detail. Proposed revisions for consideration in February would only have a material impact on Goal 3 and are summarized as follows:

Goal 1: Educational Readiness (K-12)
Objectives: K-3 Literacy; 6-8 Math; Graduation

Goal 2: Educational Access (Transition)
Objectives: Opportunities; Engagement; College-Going

Goal 3: Educational Attainment (Postsecondary)
Objectives: ~~First Year Student~~ Retention; ~~Timely Degree Completion~~ Persistence; ~~Educational Attainment~~ Graduation

Separately, it is recommended to retain the unduplicated headcount. This measure is reported as a number, not a percentage, and as such, does not count against the ten (10) measure maximum in the DFM performance reports. The measure was discussed as relevant to all institutions.

The proposed shift to "retention, persistency, and graduation" would retain three existing systemwide measures and narrow the focus on the most meaningful measures. Furthermore, the federal Integrated Postsecondary Education Data System (IPEDS) maintains standard definitions of retention and graduation, making these measures efficient to collect. Additional work will need to be done

between December and February to determine the most appropriate definitions for persistence measures.

Board discussion will inform any final edits to the proposed revision to the K-20 strategic plan, which will be presented in February for final approval.

IMPACT

Based on Board discussion in December, proposed revisions will be finalized and brought back for final consideration in February. The Board's strategic plan must be approved in February as agencies and institutions governed by the Board are required to submit drafts of their strategic plan updates for Board review in April. Institution and agency plans must be aligned to the Board's plan.

Additionally, the proposed edits to the K-20 strategic plan paired with the proposed edits to policy I.M. would result in institutions including retention, persistence, and graduation in their institutional strategic plans (to be Board approved in April) and the corresponding performance reports, providing consistent measurement of the most important performance outcomes in a format that is comparable across all institutions. Simultaneously, these changes would also provide flexibility for institutions to include up to 7 additional measures from their Board approved strategic plan based on institution selection of measures that highlight their unique success and contributions to Idaho's postsecondary landscape.

ATTACHMENTS

Attachment 1 – Alignment of current systemwide measures,2024 K-20 Strategic Plan, and 2025 proposed revisions.
Attachment 2 –K-20 Strategic Plan Proposed Revisions, redline

BOARD ACTION

This item is for information only.

Systemwide Measures (Adopted June 2021)	K-20 SBE Strategic Plan Measure Goal 3 – Educational Attainment (Adopted February 2024)	K-20 Strategic Plan Measures Goal 3 – Educational Attainment (Proposed February 2025)
Percent of new full-time degree-seeking students who return for a second year in an Idaho public postsecondary institution (or who graduated)	Objective A – First Year Student Retention Measure 1 – Return for a second year – percent of new full-time degree-seeking students who return for a second year in an Idaho public postsecondary institution (or who graduate).	Objective A – Retention Measure 1 – Percentage of new full-time degree or certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
Percent of undergrad, degree-seeking students completing 2 full-time semesters per academic year at the institution reporting.	Objective A – First Year Student Retention Measure 2 – Adequate progress of undergraduates per semester	Objective B – Persistence Measure 1 – percent of undergraduate degree-seeking students completing two full-time semesters per academic year at the institution reporting.
Percent of full-time, first-time, freshmen graduating with 150% of time (2 or 4 year)	Objective B – Timely Degree Completion Measure 2 – Percent of full-time, first-time, freshmen graduating within 150% of time (2 or 4 year)	Objective C – Graduation Measure 1 – percent of students who entered the institution as full-time, first-time degree/certificate seeking undergraduate students who graduated within 150% of the allotted time.
Unduplicated headcount of graduates by highest level credential attained by academic year.	Objective C – Educational Attainment Measure 2 – Unduplicated headcount of graduates by highest level attained.	Objective C – Graduation Measure 2 – Unduplicated headcount of graduates by highest level attained. *Note – because this is not reported as a percentage, it could be required in the performance report, but not count against the 10 measure maximum.
Percent of full-time, first-time, freshmen graduating within 100% of time (2 or 4 year)	Objective B – Timely Degree Completion Measure 1 – Percent of full-time, first-time, freshmen graduating within 100% of time (2 or 4 year)	
Percent of total credentials conferred that are in a STEM field	Objective C – Educational Attainment Measure 1 – Percent of total credentials conferred in STEM fields.	
Total number of certificates produced broken-out by certificates of at least one academic year, associate degrees, and baccalaureate degrees.		
Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course within a year and earning a “c” or higher.		
Percent of new degree-seeking freshmen completing a gateway math course within 2 years.		

FY2025-FY2029

Idaho K-20 Public Education – Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

~~**MID-TERM PRIORITY FOCUS AREAS**~~

~~**Elementary and Secondary Education**~~

- ~~Literacy Proficiency and Growth – Kindergarten through grade 3~~
- ~~Mathematics Proficiency and Growth – Grades 6 through 9~~
- ~~High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)~~

~~**Postsecondary Education**~~

- ~~Recruitment and Access~~
- ~~Retention~~
- ~~Transfer and Completion~~

DRAFT

GOAL 1: EDUCATIONAL READINESS (~~student centered~~K-12) – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Literacy - Provide effective literacy instruction across grades K-3.

Performance Measures:

I. **Proficiency: Statewide aggregated % of K-3 students achieving proficiency on the spring administration of the statewide literacy assessment (currently the Idaho Reading Indicator, IRI).**
Benchmark: 75%[1]

II. **Growth: Statewide aggregated percentage of K-3 students whose performance on the statewide literacy assessment increased by at least one sub-category between the fall and spring administrations of the assessment.**
Benchmark: ~~New Measure~~58.5%[2] [JT1]

Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8.

Performance Measures:

I. **Proficiency: Statewide aggregated percentage of 6-8 students who achieved proficiency on the spring administration of the statewide mathematics assessment (currently the Idaho Standards Achievement Test, ISAT).**
Benchmark: 43%[3]

II. **Growth: Statewide aggregated percentage of students in grades 6-8 whose performance on the statewide mathematics assessment increased by at least one sub-category between spring-to-spring administrations of the assessment.**

Benchmark: ~~New Measure~~ [JT2] [JT3] 47.6%

Objective C: Graduation: Increase Idaho's high school graduation rate.

Performance Measures:

I. **5-Year Adjusted Cohort Graduation Rate (ACGR)[4]**
Benchmark: 87% or more

GOAL 2: EDUCATIONAL ACCESS (transition) - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location**.**

Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.

Performance Measures:

I. **Percent of high school graduates who were funded for or more advanced opportunities.**
Benchmark: 90% or more

Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.

Performance Measures:

I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more

II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**
Benchmark: ~~New Measure~~[JT4]52%

Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities.

Performance Measures:

I. **Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation.**
Benchmark: 60%[5] or more

II. **Percent of high school graduates who enroll in an Idaho public postsecondary institution** Within 36 months of high school graduation.
Benchmark: 80%[6] or more

DRAFT

GOAL 3: EDUCATIONAL ATTAINMENT (~~opportunity~~postsecondary) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.

Objective A: ~~First-Year Student~~ Retention: Increase the retention rate. ~~of first-year students into the second year.~~

Performance Measures:

I. **Percentage of new full-time degree**[JT5] **or certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.** ~~**who return (or who graduate) for second year in an Idaho postsecondary public institution.**~~
Benchmark: 75%[7] or more

~~**II.**~~

~~**Percent of undergraduate, degree-seeking students completing two full-time semesters[8] per academic year at the institution reporting.**~~

~~**III.**~~**II.** ~~**Benchmark:** 55%[9] or more~~

Objective B: ~~Timely Degree Completion~~Persistence [JT6]– Increase on-time degree completion.

Performance Measures:

I. **Percent of undergraduate, degree-seeking students completing two full-time semesters[10] per academic year at the institution reporting.**
Benchmark: 55%[11] or more

~~**I. Percent of full-time first-time freshman graduating within 100% of the allotted time (e.g. 4-year degree in 4 years; 2-year degree in 2 years).**~~
~~**Benchmark:** 30%~~

~~II.~~ ~~**Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years).**~~
~~**Benchmark:** 50%~~

Objective C: ~~Educational Attainment~~Graduation – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

I. **Graduation Rate: Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years**[JT7]**).**
Benchmark: 50%

~~**I. Percent of total credentials conferred in STEM fields[12].**~~
~~**Benchmark:** 25%~~

II. **Unduplicated headcount of graduates, by highest level attained.**

Benchmark: 18,000[13]

DRAFT

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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[1] Benchmark is based on the FY2023 statewide, spring administration, all students, composite outcome of 66%.
[2] New measures are expected to collect baseline data in the first year, and to establish a target and report outcomes in the second year.
[3] Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency ate of 38.8%.
[4] 5-Year ACGR considers students who graduate within 4 years of entering 9th grade, plus the summer after 12th grade. Benchmark is based on Accountability Oversight Committee recommendations.
[5] Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 42%. The benchmark remains at 60%.
[6] Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 52%. The benchmark remains at 80%.
[7] The 2021-2022 systemwide outcome was 70%.
~~[8] A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.~~
~~[9] The 2021-2022 systemwide outcome was 50%.~~
[10] A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.
[11] The 2021-2022 systemwide outcome was 50%.
~~[12] For the purpose of this measure, STEM fields will use the CCA/IPEDS Definition.~~
[13] A supplemental report will separate graduates by credential issued for further analysis. The benchmark for the aggregated total is based on a fiscal year 2023 aggregated total of 17,483 graduates.

TAB	DESCRIPTION	ACTION
1	FY 2024 COLLEGE AND UNIVERSITIES' FINANCIAL RATIOS	Report Only
2	FY 2024 COLLEGE AND UNIVERSITIES' UNRESTRICTED NET POSITION BALANCES	Report Only
3	REPORT TO THE LEGISLATURE ON SENATE CONCURRENT RESOLUTION 111 - VETERINARIANS	Report Only
4	COMMISSION FOR EDUCATION EXCELLENCE ANNUAL REPORT	Report Only
5	EDUCATOR PREPARATION PROVIDER PROGRAM ANNUAL REPORTS	Report Only
6	STATE MANDATED EVALUATION ANNUAL REPORT	Report Only
7	FEDERAL TITLE II PROGRAMS THAT PREPARE TEACHERS ANNUAL REPORT	Report Only
8	EDUCATOR PIPELINE ANNUAL REPORT	Report Only
9	ANNUAL EMPOWERING PARENTS PROGRAM REPORT	Report Only
10	IDAHO DIVISION OF VOCATIONAL REHABILITATION (IDVR) ANNUAL REPORT	Report Only

11	**OSBE COLLEGE AND CAREER READINESS TEAM ANNUAL REPORT**	Report Only
12	**IDAHO DEPARTMENT OF EDUCATION - ADVANCED OPPORTUNITIES ANNUAL REPORT**	Report Only
13	**IDAHO DEPARTMENT OF EDUCATION - ENGLISH LANGUAGE LEARNERS ANNUAL REPORT**	Report Only
14	**IDAHO DEPARTMENT OF EDUCATION - ELEMENTARY, SECONDARY SCHOOL ACCREDITATION ANNUAL REPORT 2024, COGNIA**	Report Only
15	**IDAHO DEPARTMENT OF EDUCATION – NOTIFICATION OF SCHOOLS APPROVED TO OPERATE WITH LESS THAN TEN (10) STUDENTS REPORTED IN AVERAGE DAILY ATTENDANCE ANNUAL REPORT**	Report Only

SUBJECT

FY 2024 College and Universities' Financial Ratios

REFERENCE

December 2011-2024 Annual Audit reports submitted to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.

BACKGROUND/DISCUSSION

The ratios presented measure the financial health of each institution and include a "Composite Financial Index" based on four key ratios. The ratios are designed as management tools to measure financial activity and key trends within an institution over time. They typically do not lend themselves to comparative analysis between institutions because of the varying missions and structures of the institutions and current strategic initiatives underway at a given institution at a given time.

Institution foundations are reported as component units in the college and universities' financial statements. The nationally developed ratio benchmarks model is built around this combined picture.[1] An institution's foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are an important part of an institution's financial strategy and financial health.

Ratio	Measure	Benchmark
Primary reserve	Sufficiency of resources and their flexibility; good measure for net assets	.40
Viability	Capacity to repay total debt through reserves	1.25
Return on net position	Whether the institution is better off financially this year than last	6.00%
Net operating revenues	Whether the institution is living within available resources	2.00%
Composite Financial Index	Combines four ratios using weighting	3.0
Debt Burden	Institution's dependence on borrowed funds	<= 8%
Debt Coverage	Ability of excess income over adjusted expenses to cover annual debt service payments.	2.0
Life of Capital Assets	Recent vs deferred investments	10 - 14

[1] See *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The model's analysis developed by industry experts is generally accepted in the field of higher education and has been around and evolving since 1980.

Three other ratios provided are the Debt Burden, Debt Coverage, and Life of Capital Assets. The Debt Burden ratio is calculated as debt service divided by adjusted expenditure. The benchmark for this ratio is set by the institution for no more than 8% per Board policy V.F. The Debt Coverage ratio is calculated as adjusted revenues divided by debt service. The benchmark for this ratio is set at 2. The Life of Capital Assets ratio is calculated as accumulated depreciation divided by depreciation expense. The benchmark for this ratio is 10 for research institutions and 14 for undergraduate liberal arts institutions.

IMPACT

These financial ratios and analyses are provided for the Board to review the financial health and year-to-year trends at the institutions. The ratios reflect a financial snapshot as of fiscal year end. The Audit, Risk, and Compliance Committee reviews key financial performance factors on a quarterly basis.

ATTACHMENTS

Attachment 1 - Boise State University – CFI Ratios
Attachment 2 - Boise State University - Debt Ratios
Attachment 3 - Idaho State University – CFI Ratios
Attachment 4 - Idaho State University – Debt Ratios
Attachment 5 - University of Idaho – CFI Ratios
Attachment 6 - University of Idaho – Debt Ratios
Attachment 7 - Lewis-Clark State College – CFI Ratios
Attachment 8 - Lewis-Clark State College – Debt Ratios

STAFF COMMENTS AND RECOMMENDATIONS

It should be noted that the debt ratios report for the University of Idaho has been adjusted again this year to isolate University activity by removing the effect of the University of Idaho Strategic Initiatives Fund (SIF).

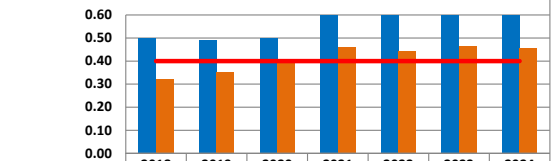
The SIF is treated under governmental accounting standards as a blended component unit of the University. This is different from the University of Idaho Foundation, which is considered a discretely presented component unit. Therefore, the SIF is blended into the financial statements of the University while the Foundation is presented in a separate column on the financial statements. The purpose of the SIF is to hold, invest, and disburse the proceeds received in advance from the University's utility concession agreement. These funds are invested over a long-time horizon (50 year agreement) and, thus, are subject to volatility in market value. This volatility has the potential to materially impact the operating results that are reported in the audited financial statements. For that reason, the University has modified the financial ratios to include results with and without the impact of the SIF.

Institution representatives from Boise State, Idaho State, University of Idaho, and Lewis-Clark State College are prepared to provide additional information about their financial ratios as needed.

BOARD ACTION

This item is for informational purposes only.

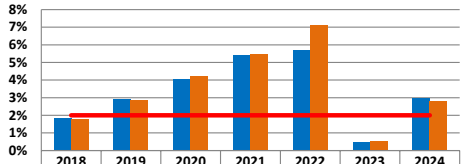
Boise State University
Primary Reserve



	2018	2019	2020	2021	2022	2023	2024
Consolidated	0.50	0.49	0.50	0.67	0.63	0.62	0.61
BSU Only	0.32	0.35	0.39	0.46	0.44	0.46	0.46
Benchmark	0.4	0.4	0.4	0.4	0.4	0.4	0.4

.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.

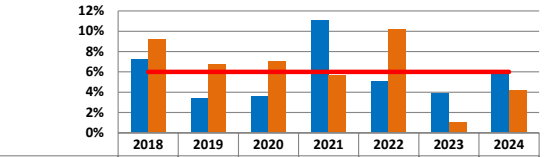
Boise State University
Net Operating Revenues



	2018	2019	2020	2021	2022	2023	2024
Consolidated	1.86%	2.92%	4.05%	5.40%	5.70%	0.50%	3.00%
BSU Only	1.80%	2.84%	4.21%	5.50%	7.10%	0.53%	2.78%
Benchmark	2%	2%	2%	2%	2%	2%	2%

Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.

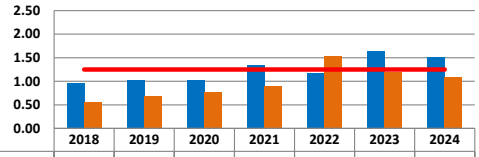
Boise State University
Return on Net Position



	2018	2019	2020	2021	2022	2023	2024
Consolidated	7.23%	3.43%	3.61%	11.10%	5.10%	3.88%	5.93%
BSU Only	9.20%	6.70%	7.00%	5.70%	10.20%	1.00%	4.20%
Benchmark	6%	6%	6%	6%	6%	6%	6%

Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.

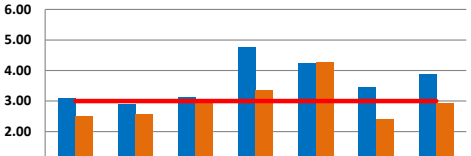
Boise State University
Viability



	2018	2019	2020	2021	2022	2023	2024
Consolidated	0.96	1.02	1.03	1.35	1.17	1.64	1.52
BSU Only	0.56	0.68	0.76	0.91	1.53	1.20	1.08
Benchmark	1.25	1.25	1.25	1.25	1.25	1.25	1.25

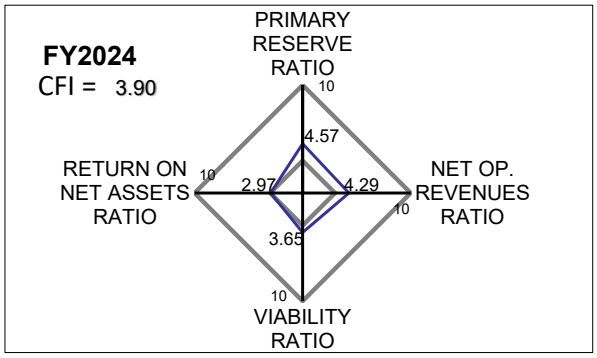
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.

BSU Consolidated Financial Index

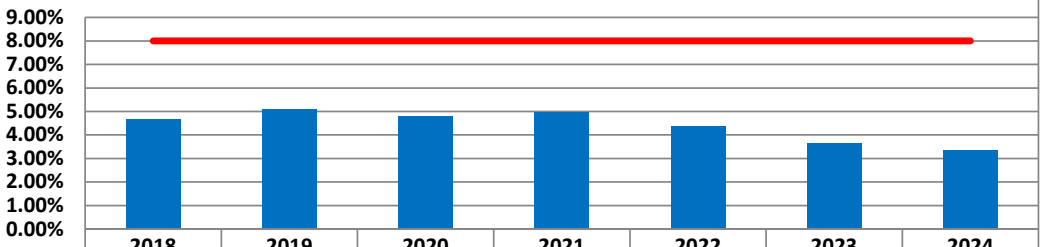


	2018	2019	2020	2021	2022	2023	2024
Consolidated	3.10	2.90	3.12	4.77	4.23	3.46	3.89
BSU Only	2.50	2.57	2.98	3.34	4.29	2.40	2.93
Benchmark	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Indicates overall financial health.
Ratio range of 3-5 is ideal time to direct resources toward transformation.



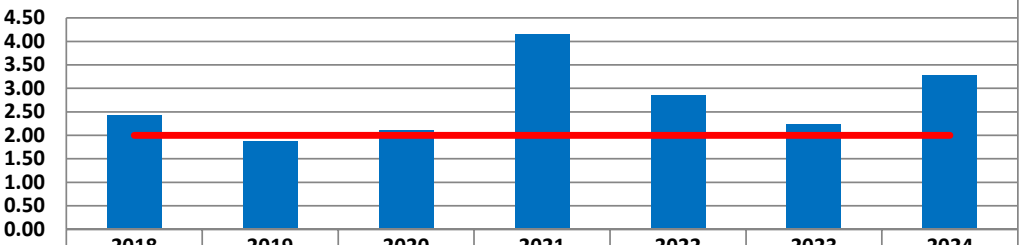
Boise State University
Debt Burden Ratio



	2018	2019	2020	2021	2022	2023	2024
Debt Burden	4.65%	5.10%	4.80%	4.96%	4.36%	3.65%	3.35%
Limit	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%

Reflects reliance on borrowed funds as a source of funds.

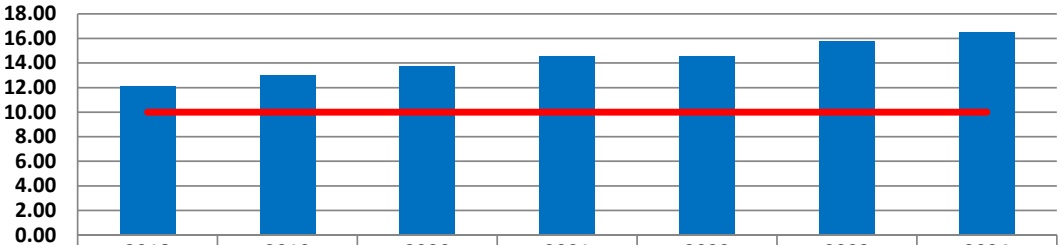
Boise State University
Debt Coverage Ratio



	2018	2019	2020	2021	2022	2023	2024
Debt Coverage	2.42	1.87	2.12	4.16	2.85	2.23	3.28
Benchmark	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

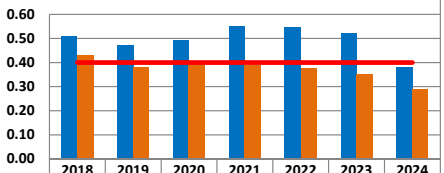
Boise State University
Life of Capital Assets



	2018	2019	2020	2021	2022	2023	2024
Life of Capital Assets	12.12	12.98	13.70	14.57	14.56	15.78	16.49
Benchmark	10.0	10.0	10.0	10.0	10.0	10.0	10.0

Higher ratio indicates more deferred reinvestment in plant facilities in the future.

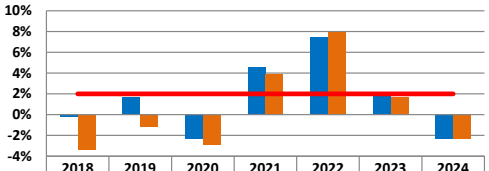
Idaho State University
Primary Reserve



	2018	2019	2020	2021	2022	2023	2024
Consolidated	0.51	0.47	0.49	0.55	0.55	0.52	0.38
ISU Only	0.43	0.38	0.40	0.39	0.37	0.35	0.29
Benchmark	0.4	0.4	0.4	0.4	0.4	0.4	0.4

.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.

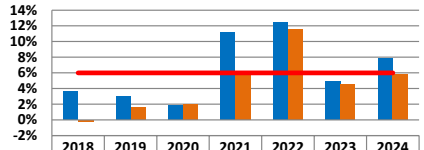
Idaho State University
Net Operating Revenues



	2018	2019	2020	2021	2022	2023	2024
Consolidated	-0.21%	1.73%	-2.35%	4.61%	7.43%	2.16%	-2.36%
ISU Only	-3.36%	-1.16%	-2.87%	3.95%	7.92%	1.69%	-2.34%
Benchmark	2%	2%	2%	2%	2%	2%	2%

Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.

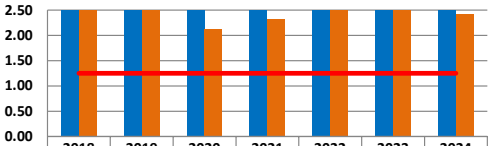
Idaho State University
Return on Net Position



	2018	2019	2020	2021	2022	2023	2024
Consolidated	3.67%	3.02%	1.92%	11.24%	12.42%	4.92%	7.85%
ISU Only	-0.24%	1.58%	1.94%	5.85%	11.58%	4.60%	5.87%
Benchmark	6%	6%	6%	6%	6%	6%	6%

Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.

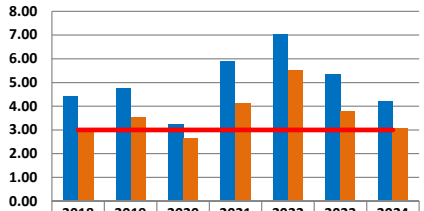
Idaho State University
Viability



	2018	2019	2020	2021	2022	2023	2024
Consolidated	3.26	3.56	2.52	3.19	4.01	3.79	3.30
ISU Only	2.93	3.04	2.13	2.33	2.83	2.58	2.42
Benchmark	1.25	1.25	1.25	1.25	1.25	1.25	1.25

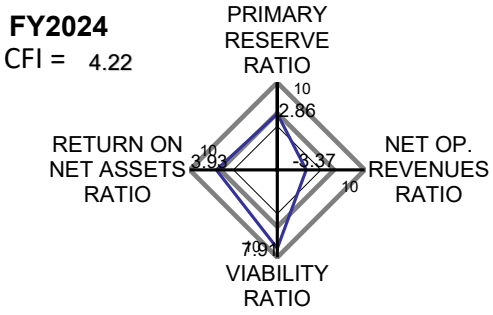
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.

ISU Consolidated Financial Index

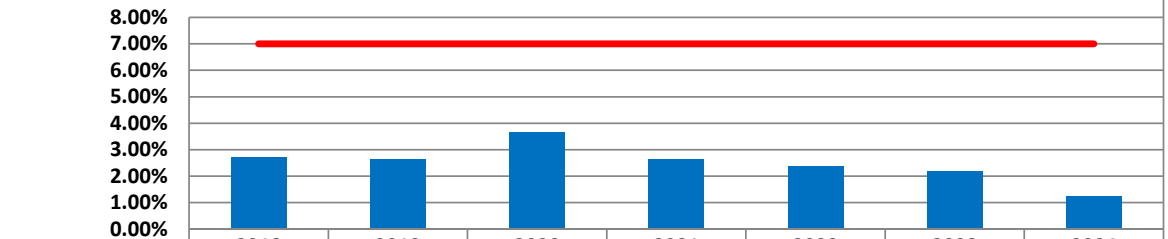


	2018	2019	2020	2021	2022	2023	2024
Consolidated	4.43	4.77	3.25	5.91	7.05	5.36	4.22
ISU Only	3.08	3.53	2.63	4.14	5.52	3.79	3.05
Benchmark	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Indicates overall financial health.
Ratio range of 3-5 is ideal time to direct resources toward transformation.



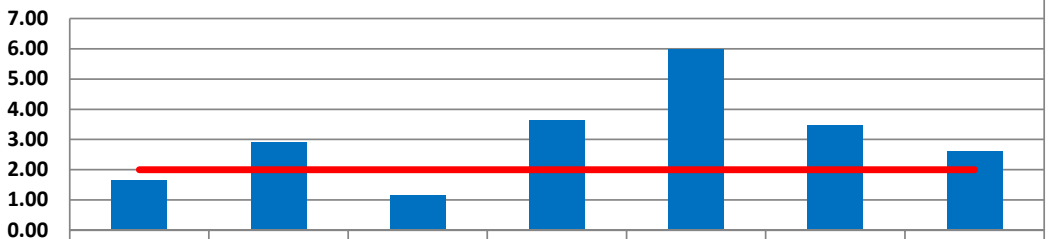
Idaho State University
Debt Burden Ratio



	2018	2019	2020	2021	2022	2023	2024
Debt Burden	2.70%	2.61%	3.65%	2.64%	2.39%	2.18%	1.23%
Limit	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%

Reflects reliance on borrowed funds as a source of funds.

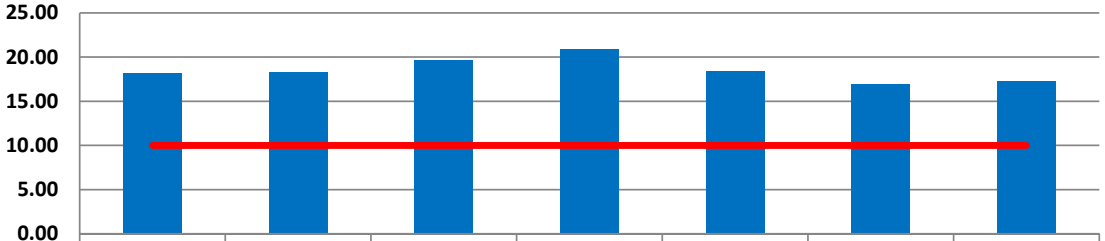
Idaho State University
Debt Coverage Ratio



	2018	2019	2020	2021	2022	2023	2024
Debt Coverage	1.66	2.91	1.15	3.62	5.98	3.47	2.60
Benchmark	2	2	2	2	2	2	2

Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

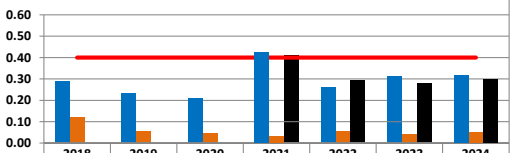
Idaho State University
Life of Capital Assets



	2018	2019	2020	2021	2022	2023	2024
Life of Capital Assets	18.20	18.30	19.60	20.90	18.40	16.90	17.27
Benchmark	10.0	10.0	10.0	10.0	10.0	10.0	10.0

Higher ratio indicates more deferred reinvestment in plant facilities in the future.

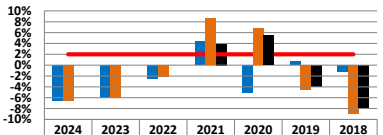
University of Idaho Primary Reserve



	2018	2019	2020	2021	2022	2023	2024
Consolidated	0.29	0.23	0.21	0.42	0.26	0.31	0.32
UI Only	0.12	0.06	0.05	0.03	0.06	0.04	0.05
Consolidated Incl. SIF				0.41	0.29	0.28	0.30
Benchmark	0.4	0.4	0.4	0.4	0.4	0.4	0.4

.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.

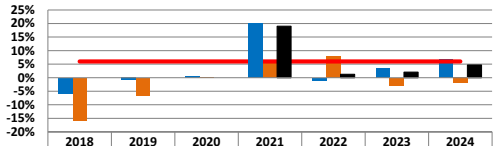
University of Idaho Net Operating Revenues



	2024	2023	2022	2021	2020	2019	2018
Consolidated	-6.50%	-5.90%	-2.40%	4.34%	-5.03%	0.68%	-1.27%
UI Only	-6.50%	-6.00%	-2.20%	8.60%	6.75%	-4.54%	-8.97%
Consolidated Incl. SIF				3.90%	5.47%	-3.93%	-7.90%
Benchmark	2%	2%	2%	2%	2%	2%	2%

Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.

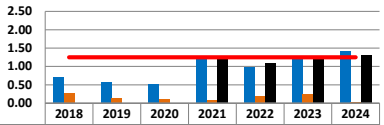
University of Idaho Return on Net Position



	2018	2019	2020	2021	2022	2023	2024
Consolidated	-5.80%	-0.90%	0.50%	19.93%	-1.03%	3.66%	6.94%
UI Only	-15.90%	-6.50%	0.30%	6.32%	8.00%	-2.97%	-1.96%
Consolidated Incl. SIF				19.05%	1.25%	2.08%	4.68%
Benchmark	6%	6%	6%	6%	6%	6%	6%

Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.

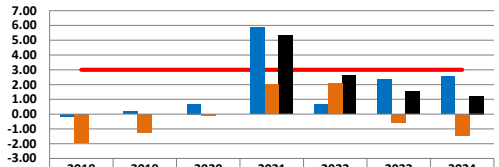
University of Idaho Viability



	2018	2019	2020	2021	2022	2023	2024
Consolidated	0.70	0.58	0.51	1.22	0.98	1.24	1.41
UI Only	0.28	0.13	0.10	0.09	0.18	0.25	0.02
Consolidated Incl. SIF				1.19	1.10	1.28	1.32
Benchmark	1.25	1.25	1.25	1.25	1.25	1.25	1.25

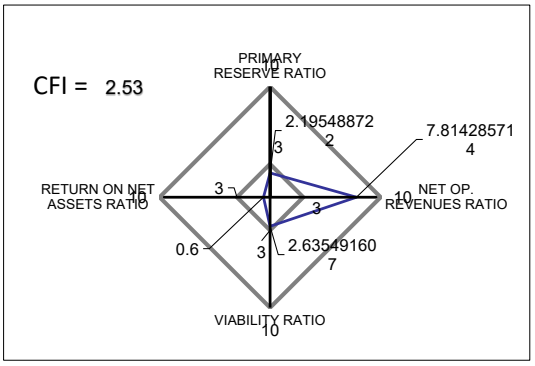
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.

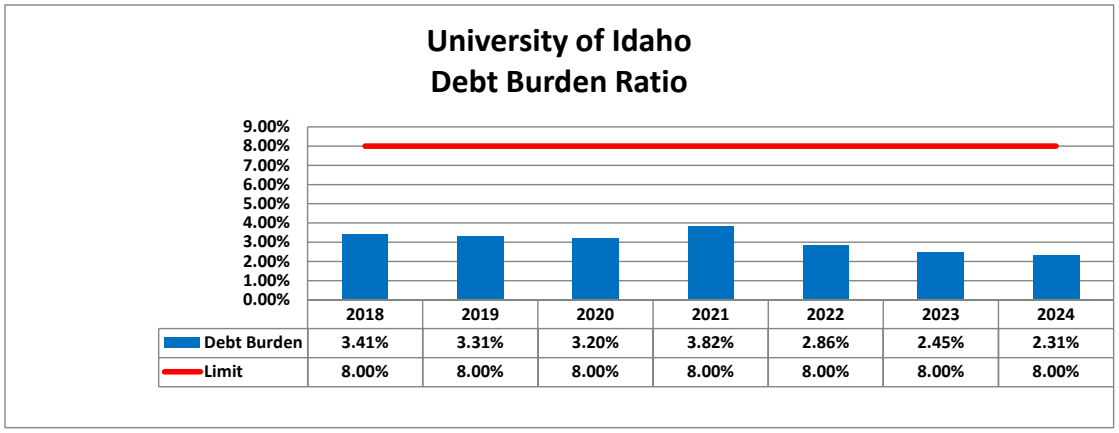
UI Consolidated Financial Index



	2018	2019	2020	2021	2022	2023	2024
Consolidated	(0.16)	0.17	0.69	5.85	0.68	2.32	2.53
UI Only	(1.96)	(1.26)	(0.08)	2.01	2.06	(0.56)	(1.45)
Consolidated Incl. SIF				5.33	2.60	1.56	1.23
Benchmark	3.0	3.0	3.0	3.0	3.0	3.0	3.0

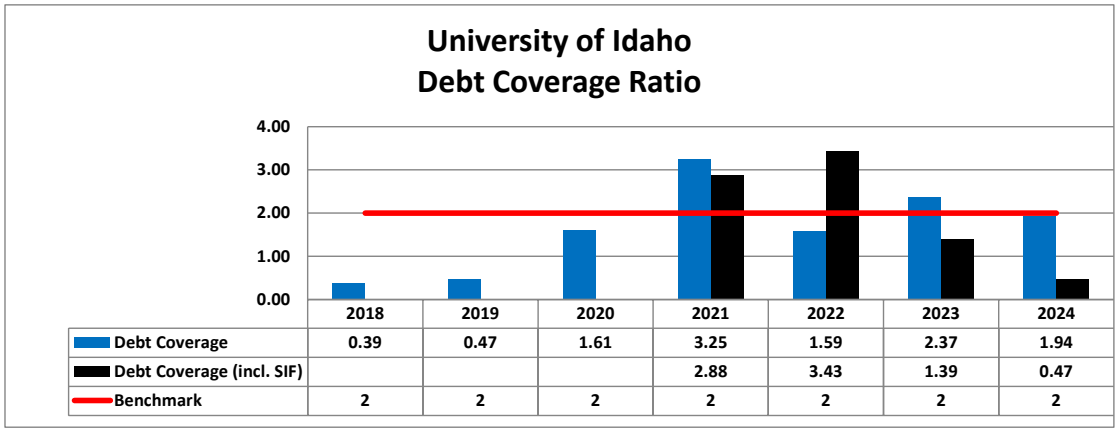
Indicates overall financial health.
Ratio range of 3-5 is ideal time to direct resources toward transformation.





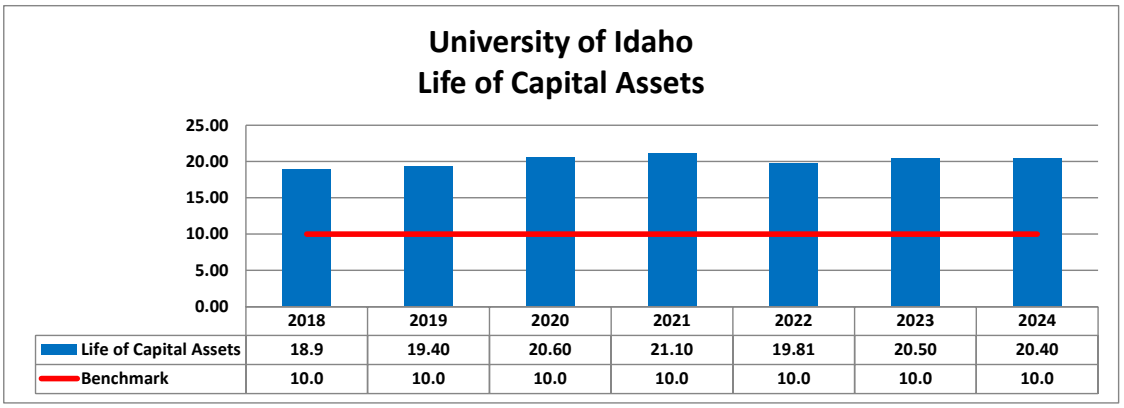
	2018	2019	2020	2021	2022	2023	2024
Debt Burden	3.41%	3.31%	3.20%	3.82%	2.86%	2.45%	2.31%
Limit	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%

Reflects reliance on borrowed funds as a source of funds.



	2018	2019	2020	2021	2022	2023	2024
Debt Coverage	0.39	0.47	1.61	3.25	1.59	2.37	1.94
Debt Coverage (incl. SIF)				2.88	3.43	1.39	0.47
Benchmark	2	2	2	2	2	2	2

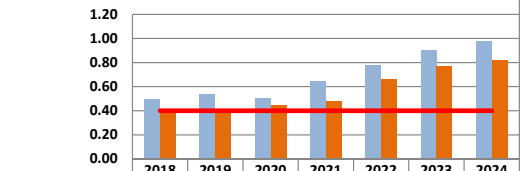
Reflects ability of excess income over adjusted expenses to cover annual debt service payments.



	2018	2019	2020	2021	2022	2023	2024
Life of Capital Assets	18.9	19.40	20.60	21.10	19.81	20.50	20.40
Benchmark	10.0	10.0	10.0	10.0	10.0	10.0	10.0

Higher ratio indicates more deferred reinvestment in plant facilities in the future.

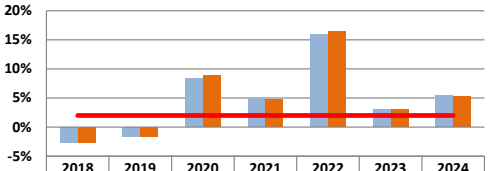
Lewis-Clark State College Primary Reserve



	2018	2019	2020	2021	2022	2023	2024
Consolidated	0.50	0.54	0.50	0.64	0.77	0.90	0.98
LCSC Only	0.38	0.41	0.44	0.48	0.66	0.77	0.82
Benchmark	0.4	0.4	0.4	0.4	0.4	0.4	0.4

.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.

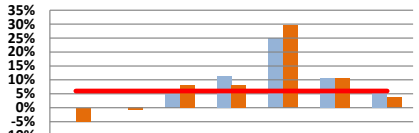
Lewis-Clark State College Net Operating Revenues



	2018	2019	2020	2021	2022	2023	2024
Consolidated	-2.62%	-1.54%	8.33%	4.91%	15.90%	3.10%	5.42%
LCSC Only	-2.69%	-1.63%	8.93%	4.72%	16.40%	3.00%	5.28%
Benchmark	2%	2%	2%	2%	2%	2%	2%

Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.

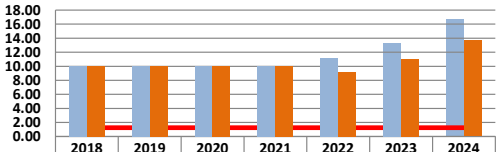
Lewis-Clark State College Return on Net Position



	2018	2019	2020	2021	2022	2023	2024
Consolidated	-0.12%	0.26%	4.78%	11.32%	24.90%	10.40%	5.66%
LCSC Only	-4.93%	-0.85%	7.91%	7.91%	29.70%	10.60%	3.58%
Benchmark	6%	6%	6%	6%	6%	6%	6%

Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.

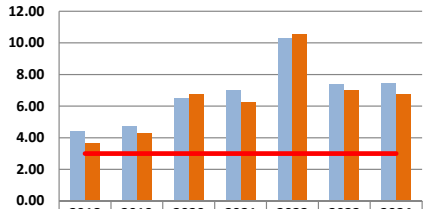
Lewis-Clark State College Viability



	2018	2019	2020	2021	2022	2023	2024
Consolidated	10.00	10.00	10.00	10.00	11.14	13.32	16.75
LCSC Only	10.00	10.00	10.00	10.00	9.22	11.02	13.67
Benchmark	1.25	1.25	1.25	1.25	1.25	1.25	1.25

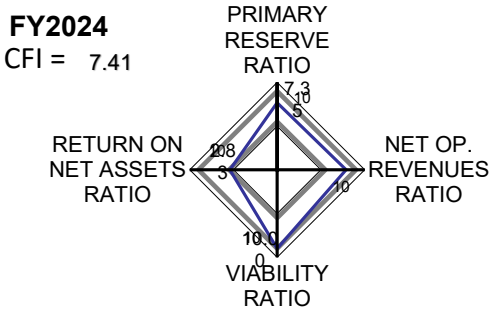
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.

LCSC Consolidated Financial Index

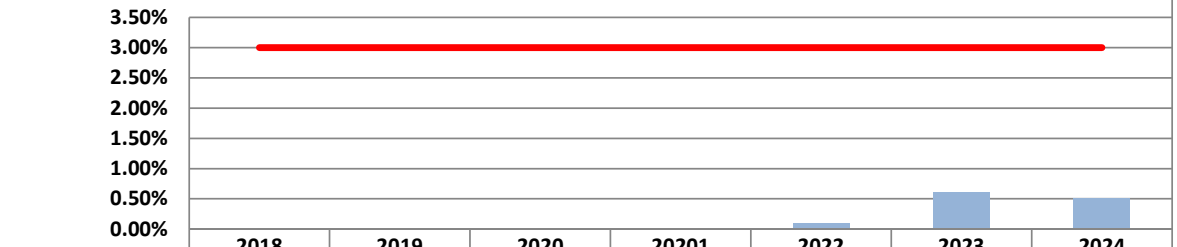


	2018	2019	2020	2021	2022	2023	2024
Consolidated	4.42	4.72	6.49	7.02	10.30	7.36	7.41
LCSC Only	3.61	4.25	6.72	6.22	10.55	7.01	6.77
Benchmark	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Indicates overall financial health.
Ratio range of 3-5 is ideal time to direct resources toward transformation.



Lewis-Clark State College
Debt Burden Ratio



	2018	2019	2020	20201	2022	2023	2024
Debt Burden	0.00%	0.00%	0.00%	0.00%	0.09%	0.60%	0.51%
Limit	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%

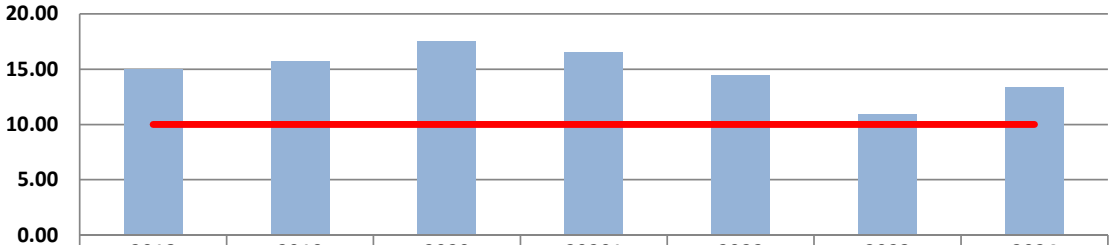
Reflects reliance on borrowed funds as a source of funds.

Lewis-Clark State College
Debt Coverage Ratio

	2018	2019	2020	20201	2022	2023	2024
Debt Coverage	-	-	-	-	304.26	23.93	27.77
Benchmark	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

Lewis-Clark State College
Life of Capital Assets



	2018	2019	2020	20201	2022	2023	2024
Life of Capital Assets	15.00	15.72	17.49	16.50	14.41	10.87	13.32
Benchmark	10.0	10.0	10.0	10.0	10.0	10.0	10.0

Higher ratio indicates more deferred reinvestment in plant facilities in the future.

SUBJECT

FY 2024 College and Universities' Unrestricted Net Position Balances

REFERENCE

December 2012 - 2024 Annual Audit reports submitted to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

BACKGROUND/DISCUSSION

Net position balances provide a tool to gauge the amount and types of assets held by an institution. An analysis of unrestricted expendable assets provides insights into some of the "reserves" which might be available in order for an institution to meet emergency needs. The net position balances as of June 30, 2024 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College are attached. The net position reports for the four institutions are broken out by the following categories:

Invested in capital assets, net of related debt: This represents an institution's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

Restricted, expendable: This represents resources which an institution is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

Restricted, nonexpendable: This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Unrestricted: This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. Auxiliary enterprises are defined as substantially self-supporting activities that provide services for students, faculty, and staff. Not all sources of revenue noted above are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

Obligated: Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for

outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

Designated: Designated net position represents balances not yet legally contracted, but which have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2023, so reserves shown as "designated" on this report could become "obligated" at any point in the current fiscal year.

Unrestricted Funds Available: Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

IMPACT

The volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, Board Policy V.B. sets a minimum target reserve of 5%, as measured by "Unrestricted Available" funds divided by annual operating expenses. The institutions' unrestricted funds available as a percent of operating expenses over the past five fiscal years are as follows:

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
BSU:	.6%	1.9%	4.8%	5.1%	5.1%
ISU:	8.8%	7.3%	9.9%	5.5%	6.8%
UI:	(7.2%)	(3.9%)	(7.0%)	(4.2%)	(7.9%)
LCSC:	6.9%	7.4%	10.4%	22.2%	15.4%

ATTACHMENTS

Attachment 1 - BSU Net Position Balances
Attachment 2 - ISU Net Position Balances
Attachment 3 - UI Net Position Balances
Attachment 4 - LCSC Net Position Balances

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University, Idaho State University and Lewis-Clark State College met the Board's 5% reserve target in FY24.

The University of Idaho (UI) reported a negative $40.1 million for its "Unrestricted – Available" net position, resulting in a negative ratio of 7.9% for unrestricted available net position to FY24 operating expenses. This represents a $19.6 million decline compared to FY23, excluding the Strategic Initiatives Fund (SIF) from these figures. UI indicated that its consolidated net position increased by approximately $10 million, driven primarily by a $21 million rise in Division of Public Works (DPW) revenue. This revenue is recognized in the Net Investment in Capital Assets (NICA) line rather than the unrestricted net position.

Working with their auditors, UI reviewed and adjusted the calculation method for the NICA line to better align with Governmental Accounting Standards Board (GASB) language. This adjustment affected the net position distribution between unrestricted and NICA classifications for FY24 and required a restatement of the prior year's figures. With this restatement, the year-over-year variance is more closely aligned.

Representatives from the institutions are ready to provide a brief analysis of their financial net position balances and year-to-year trends.

BOARD ACTION

This item is for informational purposes only.

Idaho College and Universities - BOISE STATE UNIVERSITY

Net Position Balances

As of June 30, 2024

1	**Net Assets:**	**6/30/2024**
2	Invested in capital assets, net of related debt	343,963,397
3	Restricted, expendable	27,820,621
4	Restricted, nonexpendable	-
5	Unrestricted	235,734,701
6	**Total Net Position**	**607,518,719**
7	**Unrestricted Net Position:**	**235,734,701**
8	Obligated (Note A)	
9	Debt Reserves	20,967,823
10	Capital Projects	
11	Facilities	17,732,445
12	Equipment	5,301,137
13	Program Commitments	
14	Academic	5,669,969
15	Research	1,264,428
16	Administrative Initiatives	1,711,156
17	Other	14,032,238
18	Total Obligated	66,679,195
19	Designated (Note B)	
20	Capital Projects	
21	Facilities	67,599,001
22	FFE	4,731,287
23	Program Commitments	
24	Academic	15,235,052
25	Research	29,825,409
26	Other	1,111,486
27	Administrative Initiatives	1,600,000
28	Other	20,009,000
29	Total Designated	140,111,234
30	**Unrestricted Funds Available (Note C)**	**28,944,271**
31	FY24 Operating Expenses	568,073,225
32	Ratio of Unrestricted Funds Available to operating expenses (prelim)	5.10%
33	5% of operating expenses (minimum reserve target)	28,403,661
34	Two months of operating expenses	94,678,871
35	Ratio of Unrestriced Funds Available to two months of operating expenses	31%
36	Number of days expenses covered by Unrestricted Funds Available	18.6

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service and staffing commitments for outstanding debt and personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Unfunded Enrollment Workload Adjustment (EWA)
Budget reductions or holdbacks
Enrollment fluctuations
Inflation

IDAHO STATE UNIVERSITY

Net Position Balances

As of June 30, 2024

	Net Position:	FY24
1	Invested in capital assets, net of related debt	$242,883,332
2	Restricted, expendable	$23,150,742
3	Restricted, nonexpendable	
4	Unrestricted	$70,881,687
5	Total Net Position	$336,915,761
	Unrestricted Net Position:	**70,881,687**
	Obligated (Note A)	
6	Debt Reserves	2,415,000
	Capital Projects	
7	Facilities	3,515,219
	Program Commitments	
8	Academic	22,118,048
9	Total Obligated	28,048,267
	Designated (Note B)	
	Program Commitments	
10	Academic	13,393,867
11	Research	1,802,068
12	Other	5,632,300
13	Total Designated	20,828,235
14	**Unrestricted Available (Note C)**	**22,005,185**
15	Operating expenses	321,255,174
16	Ratio of Unrestricted Funds Available to operating expenses	6.8%
17	5% of operating expenses (minimum available reserve target)	16,062,759
18	Two months operating expenses	53,542,529
19	Ratio of Unrestricted Funds Available to two months of operating expenses	41%
20	Number of days expenses covered by Unrestricted Funds Available	25

Note A: Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management plannning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

Note B: Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and adminstrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are: enrollment fluctuations, budget reductions or holdbacks.

University of Idaho

University of Idaho
Net Position Balances
As of June 30, 2024

Net position balances from audited financial statements have been adjusted below to remove the impact of the UI Strategic Initiatives Fund, a blended component unit, for comparability to prior years.

1	**Net Position:**		
2	**Invested in capital assets, net of related debt**		**$ 305,235,885**
3	**Restricted, expendable**		**31,443,410**
4	**Unrestricted**		**(28,814,767)**
5	**Total Net Position**		**$ 307,864,528**
6	**Unrestricted Net Position:**		**$ (28,814,767)**
7	**Obligated (Note A)**		
	- Debt Service Obligations	**$ 11,331,493**	
	- Capital Project and Equipment Fund Obligations	**-**	
	Total Obligated Funds		**$ 11,331,493**
9	**Unrestricted Available (Note C)**		**$ (40,146,260)**
10	**Operating expenses**		**$507,667,896**
11	**Ratio of Unrestricted Funds Available to operating expenses**		**-7.9%**
12	**5% of operating expenses (minimum available reserve target)**		**$25,383,395**
13	**Two months operating expenses**		**$84,611,316**
14	**Ratio of Unrestricted Funds Available to two months of operating expenses**		**-47%**
15	**Number of days expenses covered by Unrestricted Funds Available**		**0**

NOTES

Note A: **Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.**

Note B: **Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and adminstrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.**

Note C: **Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:**

Budget reductions or holdbacks
Enrollment fluctuations
Unfunded Enrollment Workload Adjustment (EWA)

Lewis-Clark State College
Net Position Balances
As of June 30, 2024

1	**Net Position:**	**LCSC**
2	Invested in capital assets, net of related debt	$76,376,139
3	Restricted, expendable	3,443,232
4	Restricted, nonexpendable	0
5	Unrestricted	45,384,248
6	**Total Net Position**	$125,203,619
7		
8	**Unrestricted Net Position:**	**$45,384,248**
9	Obligated (Note A)	
10	Debt Service	$242,824
11	Program Commitments	2,067,085
12	Capital Projects	1,247,000
13	Total Obligated	$3,556,909
14		
15	Designated (Note B)	
16	Capital Projects	
17	Facilities	$10,380,832
18	Equipment	1,010,000
19	Program Commitments	
20	Academic	3,155,096
21	Other	14,314,434
22	Other	3,841,096
23	Total Designated	$32,701,459
24		
25	**Unrestricted Available (Note C)**	**$9,125,881**
26		
27	Operating expenses	$59,453,767
28	Ratio of Unrestricted Funds Available to operating expenses	15.35%
29	Ratio of Designated and Unrestricted Funds Available to operating expenses	70.4%
30	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	76.3%
31	5% of operating expenses (minimum available reserve target)	$2,972,688
32		
33	Two months operating expenses	$9,908,961
34	Ratio of Unrestricted Funds Available to two months of operating expenses	92%
35	Number of days expenses covered by Unrestricted Funds Available	56

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

SUBJECT

Report to the Legislature on Senate Concurrent Resolution 111 - Veterinarians

APPLICABLE STATUTE, RULE, OR POLICY

SCR 111 (2024)

BACKGROUND/DISCUSSION

Senate Concurrent Resolution 111, adopted in the 2024 Legislative Session, authorizes the Board to "investigate opportunities and commence preliminary conversations with the state of Utah to establish an operating agreement for Idaho students to participate in Utah's veterinary program similar to the existing program with Washington State University."

IMPACT

Preliminary conversations between Board staff, key staff at the University of Idaho, and the Dean of the School of Veterinary Medicine at the Utah State University have been conducted. Utah State University is amenable to establishing an agreement with Idaho. A full report to the Legislature is provided.

ATTACHMENTS

Attachment 1 – Senate Concurrent Resolution 111 - Veterinarians
Attachment 2 – Report to the Legislature from the Idaho State Board of Education on Senate Concurrent Resolution 111

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have facilitated the conversation between Idaho and Utah on this matter.

BOARD ACTION

This item is for informational purposes.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-seventh Legislature Second Regular Session - 2024

IN THE SENATE

SENATE CONCURRENT RESOLUTION NO. 111

BY AGRICULTURAL AFFAIRS COMMITTEE

A CONCURRENT RESOLUTION

STATING FINDINGS OF THE LEGISLATURE AND AUTHORIZING THE STATE BOARD OF EDUCATION TO INVESTIGATE OPPORTUNITIES AND COMMENCE PRELIMINARY CONVERSATIONS WITH THE STATE OF UTAH TO ESTABLISH AN OPERATING AGREEMENT FOR IDAHO STUDENTS TO PARTICIPATE IN UTAH'S VETERINARY PROGRAM SIMILAR TO THE EXISTING PROGRAM WITH WASHINGTON STATE UNIVERSITY.

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

WHEREAS, the Idaho Legislature recognizes the value of the livestock industries to the state's economy, communities, and families; and

WHEREAS, the combined revenues of the largest sectors of the state's livestock industry exceeds 6.4 billion dollars, with an even larger overall economic impact throughout the state; and

WHEREAS, many of the supporting sectors and other crop commodities that are produced in the state go to serve the needs of the state's livestock industry; and

WHEREAS, the need and availability of animal care professionals and veterinarian services remain a top concern for the animal agricultural industry in the state; and

WHEREAS, the lack of available livestock veterinary services in the state's most rural areas is also of significant concern; and

WHEREAS, the state of Idaho does not have a veterinarian school; and

WHEREAS, the state of Idaho already has an operating agreement with Washington State University to allow Idaho students to participate in its veterinary training program; and

WHEREAS, the state of Utah will soon open its new veterinary medicine school at Utah State University to start training students; and

WHEREAS, the University of Idaho, College of Agriculture and Life Sciences held a workgroup made up of industry representatives, university professionals, and state leaders to research the needs of the livestock industry in the state and the opportunities that the state might pursue to help address the needs for trained veterinarians in the state; and

WHEREAS, the possibility of pursuing an interstate veterinary training program with the state of Utah was one of the items identified by the workgroup as a possible consideration.

NOW, THEREFORE, BE IT RESOLVED by the members of the Second Regular Session of the Sixty-seventh Idaho Legislature, the Senate and the House of Representatives concurring therein, that we authorize the State Board of Education to investigate opportunities and commence preliminary conversations with the state of Utah to establish an operating agreement for Idaho students to participate in Utah's veterinary program similar to the existing program with Washington State University.

BE IT FURTHER RESOLVED that the State Board of Education report back to the Legislature their findings and outcomes from the conversations with the state of Utah and Utah State University.

Report to the Legislature from the Idaho State Board of Education on

Senate Concurrent Resolution 111 - Veterinarians

In the 2024 Regular Session, the Legislature passed SCR111 which "authorizes the State Board of Education to commence preliminary conversations with the state of Utah to establish an operating agreement for Idaho students to participate in Utah's [new] veterinary program" at Utah State University. The Resolution also requires the "State Board of Education report back to the Legislature their findings and outcomes from the conversations with the state of Utah and Utah State University."

Currently, 11 undergraduate students from the University of Idaho are granted admission to the Washington State University Veterinary program each year under the WIMU Regional Program in Veterinary Medicine. The WIMU program is a partnership between the Washington State University College of Veterinary Medicine, the University of Idaho, Montana State University and Utah State University. Undergraduates at universities under this partnership do not pay out-of-state tuition while attending WSU veterinary school.

Representatives from the University of Idaho College of Agriculture and Life Sciences recently met with representatives of the Idaho State Board of Education regarding expansion of current opportunities for veterinary school admissions to include forthcoming availability at Utah State University. Dr. Dirk Vanderwall, Dean of USU School of Veterinary Medicine, was contacted by both the UI (Dr. Matt Powell) and SBOE (Dr. TJ Bliss) to assess USU's willingness to pursue a similar arrangement to the WSU veterinary program and potentially admit 11 additional students per year from Idaho into the USU veterinary program. Dr. Vanderwall indicated that USU is agreeable to establishing an operating agreement with Idaho should the Legislature authorize funding to support Idaho students, similar to the WIMU program. Dr. Vanderwall also indicated the state of Nevada has already authorized funding and established an operating agreement with Utah, evidence of regional demand for seats in the new USU program.

Expanding opportunities for Idaho students to attend regional, veterinary programs serves the state of Idaho in two principal ways. First, Idaho is lacking licensed, veterinary medical professionals statewide. Approximately 300 undergraduates are enrolled at any given time in the pre-veterinary medicine program within the College of Agriculture and Life Sciences at UI but

only 11 slots are available under the WIMU program for these students. Expanding to USU would double the admission of veterinary students from the University of Idaho each year to 22 students. Second, the WSU veterinary program has gradually moved away from an emphasis in large animal medicine, favoring small animal / companion animal medicine. The concentrations of large animals in southern Idaho from the expanding dairy and beef industries provide very good opportunities for the USU program's emphasis on large animal medicine to produce veterinarians who will remain in Idaho.

SUBJECT

Commission for Education Excellence Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-320, Idaho Code

BACKGROUND/DISCUSSION

The Commission for Education Excellence (Commission) was established in 2021, as required by Section 33-320, Idaho Code. Per statute, the Commission membership includes:

- One representative of the State Board of Education,
- One representative of the State Department of Education,
- One representative of the Office of the Governor,
- One representative of business and industry,
- Two members of the Senate Majority Caucus,
- One member of the Senate Minority Caucus,
- Two members of the House of Representatives Majority Caucus,
- One member of the house of Representatives Minority Caucus,
- One parent of a public school student, a
- One person who has been recognized as the Idaho Teacher of the Year,
- One representative of the Idaho School Boards Association, and
- One representative of the Idaho Association of School Administrators.

The Commission is staffed by the Office of the State Board of Education and meets two times per year. In 2024, the summer meeting was held on September 3, 2024, and the fall meeting was held on December 12, 2024. The summer meeting was focused on K-12 student achievement data that relates to the Continuous Improvement Plans created by local education agencies, and the fall meeting allowed Commission members the opportunity to hear from two schools about best practices in mathematics instruction and data usage. The Commission's 2024 Annual Report is provided as Attachment 1.

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – 2024 Commission for Education Excellence Annual Report

BOARD ACTION

This item is for informational purposes only.

Commission for Education Excellence
2024 Report and Data Submission

Meeting Summaries

Summer Meeting: September 3, 2024

Presentations and Discussions:

1. Accountability Oversight Committee (AOC) FY 24 Report Highlights
    - Board staff reviewed highlights of the FY 24 AOC Report, which provides 2022-23 student performance data and recommendations to improve achievement.
    - Associated Document: FY 24 AOC Report Executive Summary (Appendix A)

2. Preliminary 2023-24 Data
    - Board staff walked the Commission members through preliminary SY 2023-24 data from the Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT) in English Language Arts / Literacy (ELA) and Mathematics.
    - Associated Document: Commission for Education Excellence 2023-24 Student Achievement Data, Initial Release (Appendix B)

3. Proposed Consolidated State Plan Amendments
    - Board staff shared proposed changes to the state's long-term goals and ISAT trajectory growth model, as outlined in the Consolidated State Plan Amendment currently under consideration by the U.S. Department of Education.
    - Associated Document: Consolidated State Plan Amendment Presentation (Appendix C)

Fall Meeting: December 12, 2024

Presentations and Discussions:

1. Overview of Assessment Types and Terminology
    - Board staff provided an overview of the types of assessments frequently used by districts and schools to improve systems and instruction and provided members with information about the types of data gained from each type. Staff further clarified best practices regarding how data from different types of assessments should be used.
    - Associated Document: Types of Assessment (Appendix D)

2. Presentations from Schools with Strong Middle Grades ISAT Math results
    - Board staff provided introductory information regarding the ISAT Math results of the schools invited to present.
    - Thomas Jefferson Charter School (independent charter LEA): Staff from Thomas Jefferson Charter School provided a verbal presentation regarding how their school is using data and other high impact strategies to achieve ISAT Math proficiency and student growth rates in middle grades that are well above state averages.
    - Franklin Middle School, Pocatello Chubbuck School District: Staff from Franklin Middle School presented on the work that the district and school are using to use research-based practices and assessment data to support their strong middle grades ISAT Math proficiency and student growth rates.
    - Associated Document: Comparison of ISAT Math Results, State and Presentation Schools

3. Commission Discussion – Takeaways from School Presentations
    - Board staff facilitated a discussion amongst Commission members regarding the best practices identified through the school presentations.

APPENDIX A

FY 24 AOC REPORT EXECUTIVE SUMMARY

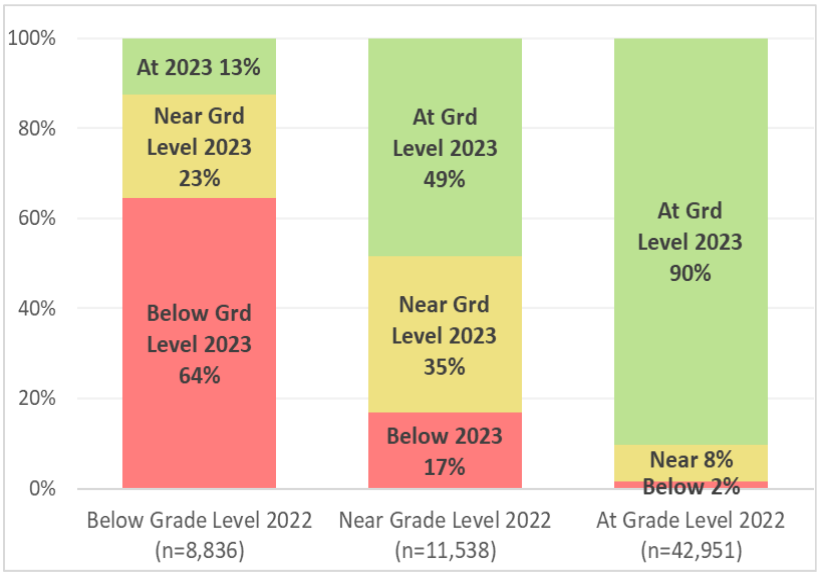
The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 24 AOC Recommendations Report, including Appendix A: 2022-2023 Student Achievement Report. Please see the full report for additional details.

Positive Findings

- After the percentage of K-3 students At Grade Level on the IRI fell to a pandemic low of 65% in 2021, the All Students K-3 group had an At Grade Level rate of 69% in 2023.
- High school ISAT ELA scores continue to improve when compared to prior years.
- Longitudinal ISAT math mean scale score data for all grades shows that while math scores were impacted by the pandemic and have not fully recovered, progress has been made.
- English Learners' performance on the English Language Proficiency Assessment shows students steadily improving over time.
- American Indians / Alaskan Natives have had a steadily increasing 5 Year Cohort Graduation Rate for the past five years; 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

Early Literacy

Figure 1: IRI 2022-23 Performance Relative to 2021-22 Score



Findings

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

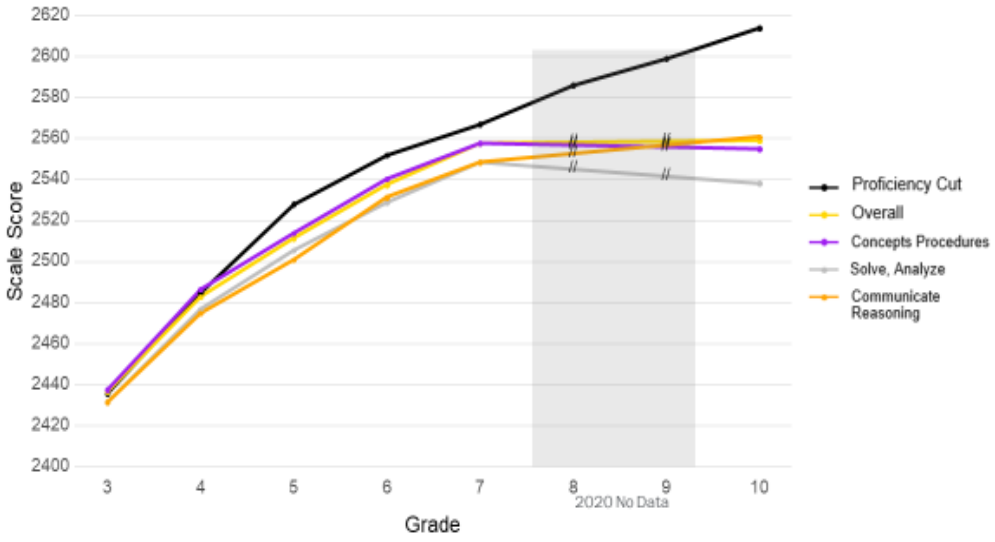
Priority Recommendation

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

APPENDIX A

Middle Grades Math

Figure 2: Longitudinal Mean ISAT Math Scale Score, Composite & Claims, 2021-22 Grade 10 Matched Cohort (n=15,998)



Finding

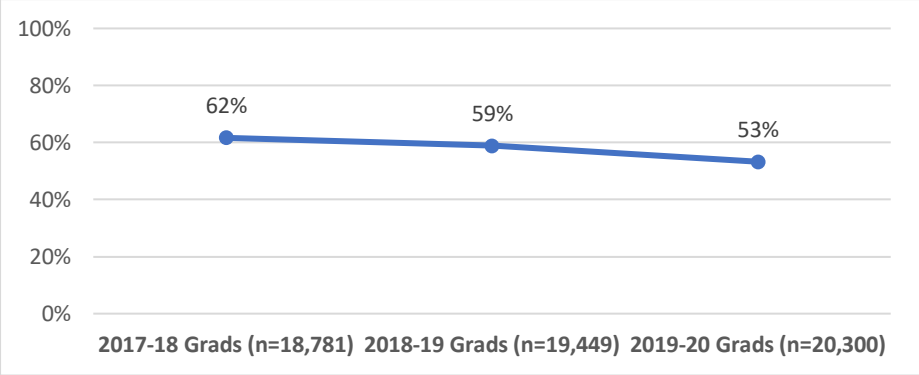
Cohort data shows performance differences between the test's sub-categories (claims), but does not allow identification of specific skills that are particularly challenging for students at certain grade levels.

Priority Recommendation

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

High School to Postsecondary Go On Rates

Figure 3: 3 year Go On Rates, by Graduation Cohort



Finding

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

Priority Recommendation

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

APPENDIX B

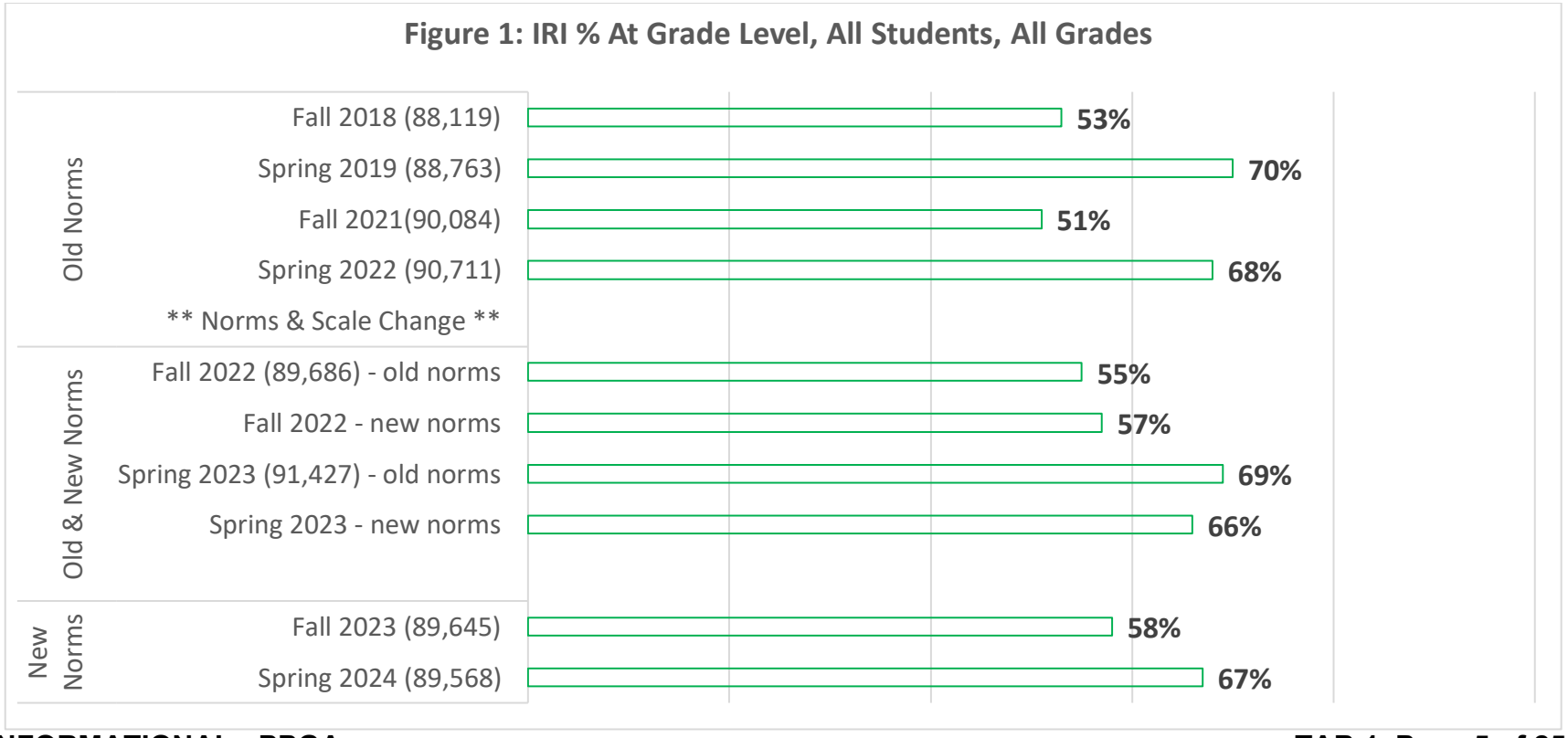
Commission for Education Excellence

2023-2024 Student Achievement Data – Initial Release

Idaho Reading Indicator (IRI)

Data Considerations

- The IRI vendor, Istation, re-normed and re-scaled their test. These changes went into effect in SY 2022-23.
  - Istation provided SY 2022-23 data in both the old norms and new norms, but for SY 2023-24, we only have data in the new norms.
  - As a result of these substantial changes to the how scores on the assessment are measured, our longitudinal view of our data essentially resets in 2022-23.



APPENDIX B

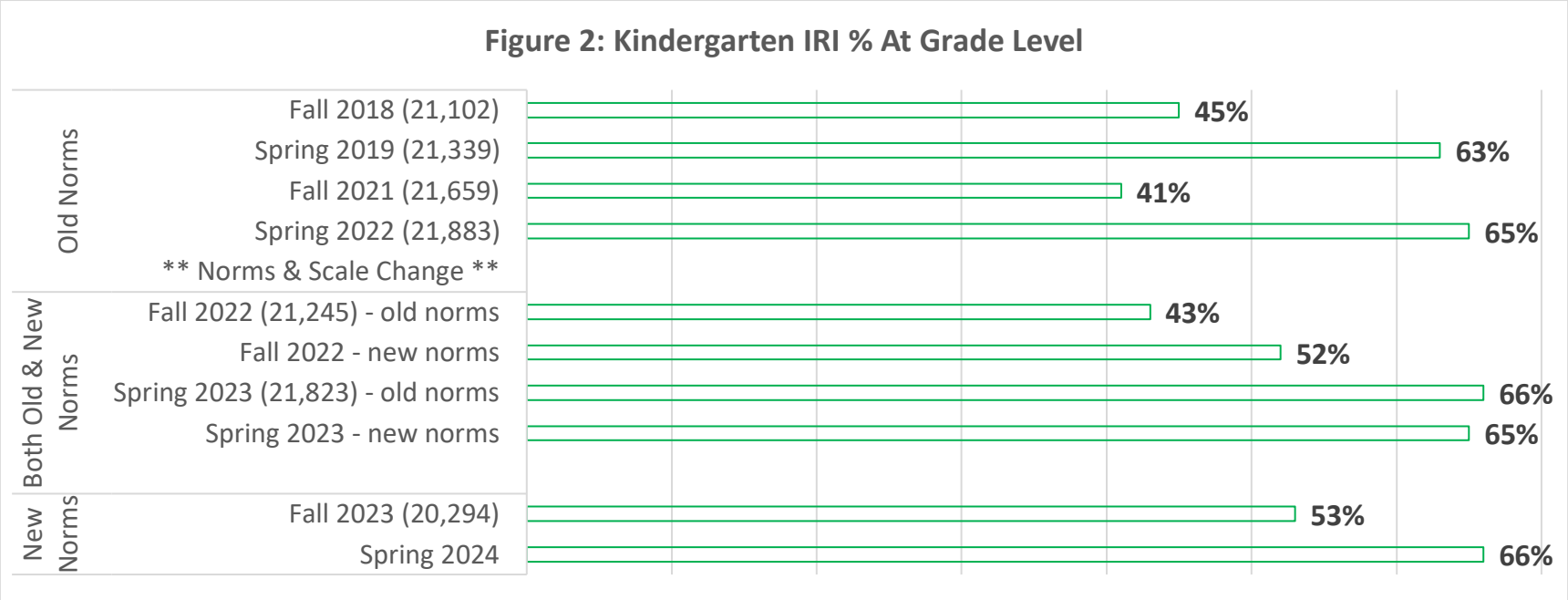


Figure 2: Kindergarten IRI % At Grade Level
Old Norms
Fall 2018 (21,102)
45%
Spring 2019 (21,339)
63%
Fall 2021 (21,659)
41%
Spring 2022 (21,883)
65%
** Norms & Scale Change **
Both Old & New Norms
Fall 2022 (21,245) - old norms
43%
Fall 2022 - new norms
52%
Spring 2023 (21,823) - old norms
66%
Spring 2023 - new norms
65%
New Norms
Fall 2023 (20,294)
53%
Spring 2024
66%

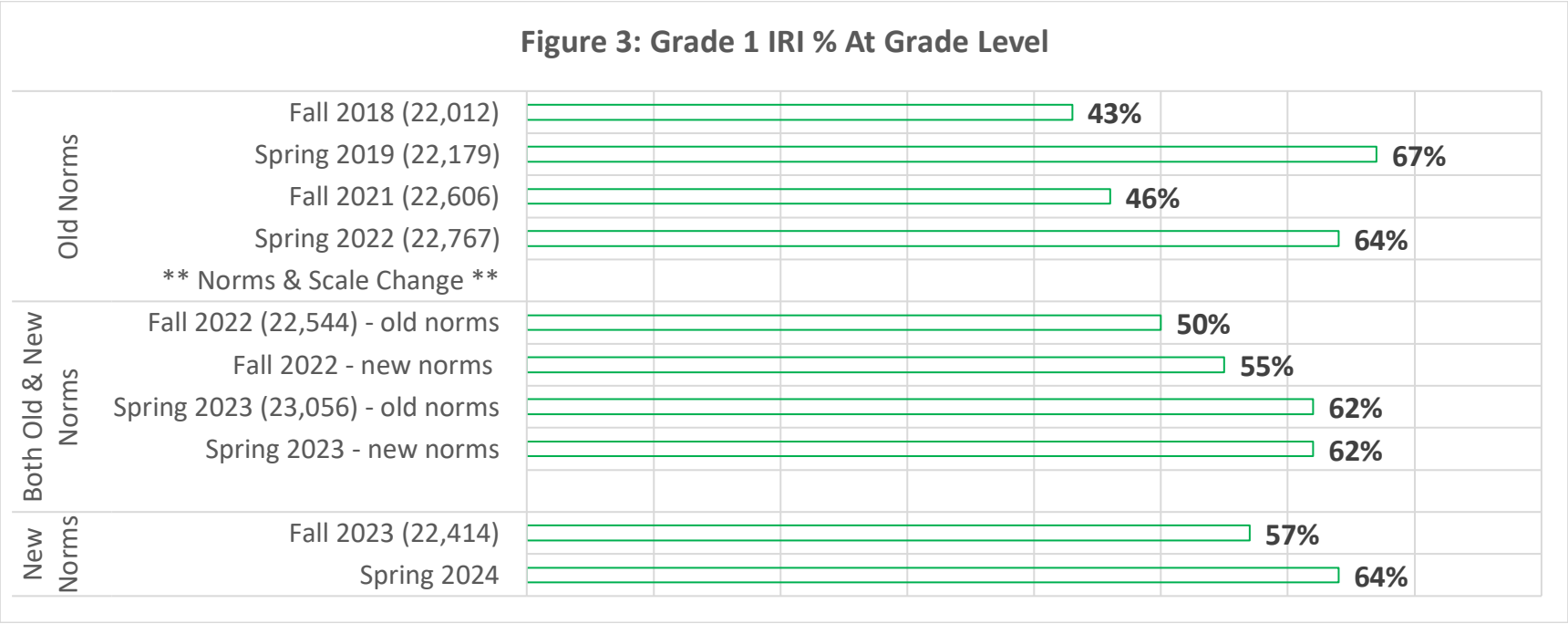


Figure 3: Grade 1 IRI % At Grade Level
Old Norms
Fall 2018 (22,012)
43%
Spring 2019 (22,179)
67%
Fall 2021 (22,606)
46%
Spring 2022 (22,767)
64%
** Norms & Scale Change **
Both Old & New Norms
Fall 2022 (22,544) - old norms
50%
Fall 2022 - new norms
55%
Spring 2023 (23,056) - old norms
62%
Spring 2023 - new norms
62%
New Norms
Fall 2023 (22,414)
57%
Spring 2024
64%

APPENDIX B

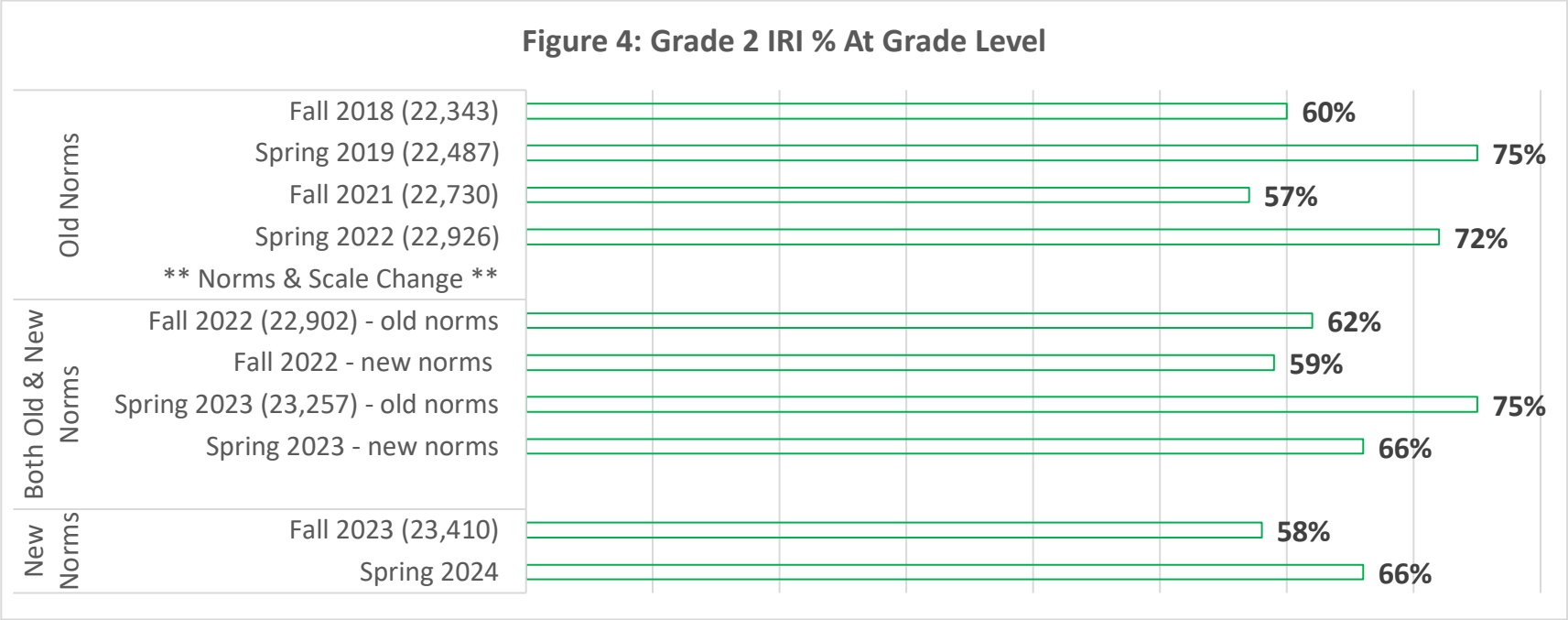


Figure 4: Grade 2 IRI % At Grade Level
Old Norms
Fall 2018 (22,343)
60%
Spring 2019 (22,487)
75%
Fall 2021 (22,730)
57%
Spring 2022 (22,926)
72%
** Norms & Scale Change **
Both Old & New Norms
Fall 2022 (22,902) - old norms
62%
Fall 2022 - new norms
59%
Spring 2023 (23,257) - old norms
75%
Spring 2023 - new norms
66%
New Norms
Fall 2023 (23,410)
58%
Spring 2024
66%

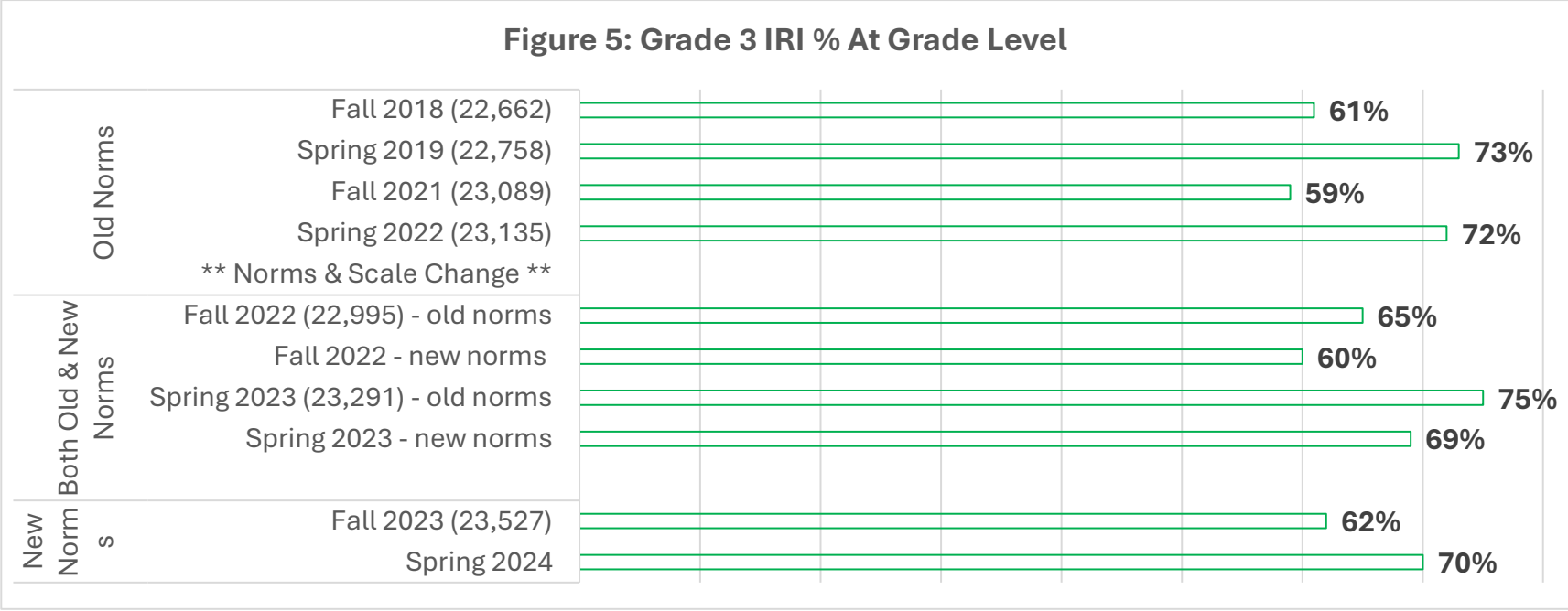


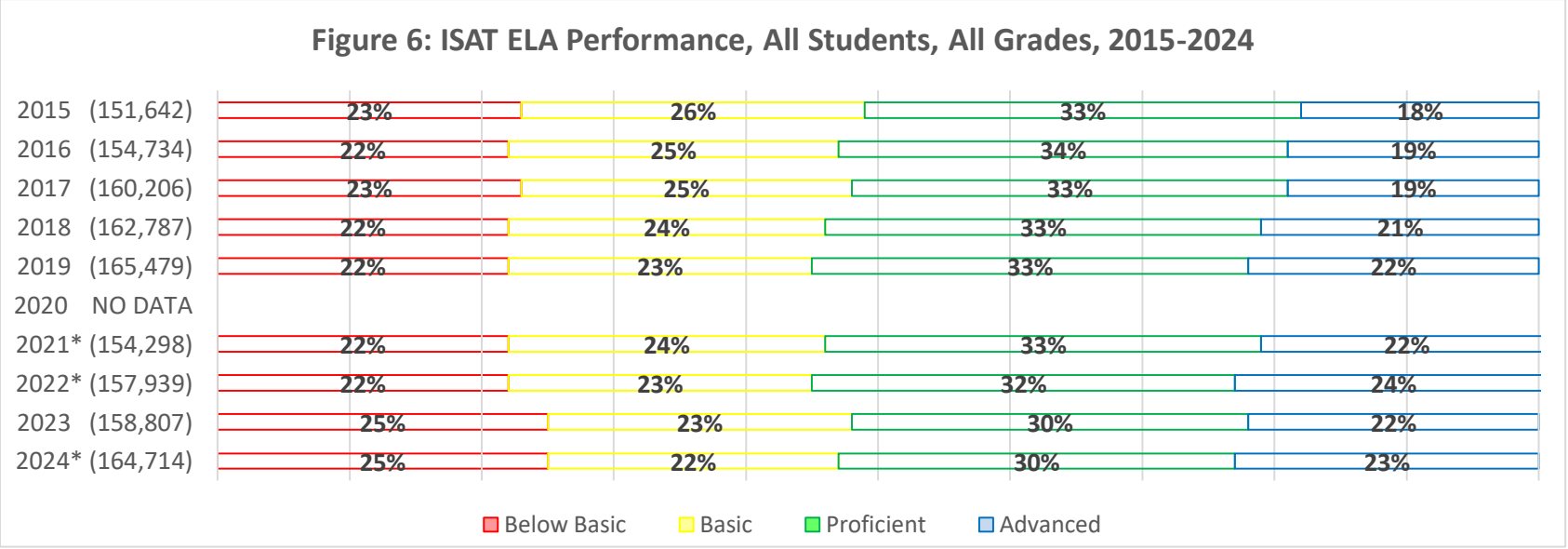
Figure 5: Grade 3 IRI % At Grade Level
Old Norms
Fall 2018 (22,662)
61%
Spring 2019 (22,758)
73%
Fall 2021 (23,089)
59%
Spring 2022 (23,135)
72%
** Norms & Scale Change **
Both Old & New Norms
Fall 2022 (22,995) - old norms
65%
Fall 2022 - new norms
60%
Spring 2023 (23,291) - old norms
75%
Spring 2023 - new norms
69%
New Norms
Fall 2023 (23,527)
62%
Spring 2024
70%

APPENDIX B

Idaho Standards Achievement Test (ISAT)

Data Considerations

- Idaho has used two different blueprints for the ISAT ELA and Math assessments.
  - From 2015 to 2019, the full blueprints were used.
  - In response to member state requests, Smarter Balanced a shortened blueprints, which was made available to states for the SY 2020-21 administration. Idaho used the shortened blueprints, which have a computer adaptive test (CAT) that is approximately half the length of the full blueprint, for SY 2020-21 and 2021-22.
  - For SY 2022-23, Idaho used the full blueprints, but when stakeholder feedback indicated a preference for the shorter tests, Idaho returned to the shortened blueprints for SY 2023-24.
  - While the full and shortened blueprints are considered to have comparable scores because they test the same content, staff recognizes that there may be minor differences in scores, particularly when other factors such as text fatigue are taken into consideration.
- In SY 2022-23, Idaho moved the high school administration for ISAT ELA and Math from 10th grade to 11th grade. The blueprints for the ELA test is essentially identical between these two grades, while math is just slightly different as Idaho previously removed some questions from the item bank for 10th grade based on concerns about whether students would have had the opportunity to access the content.



APPENDIX B

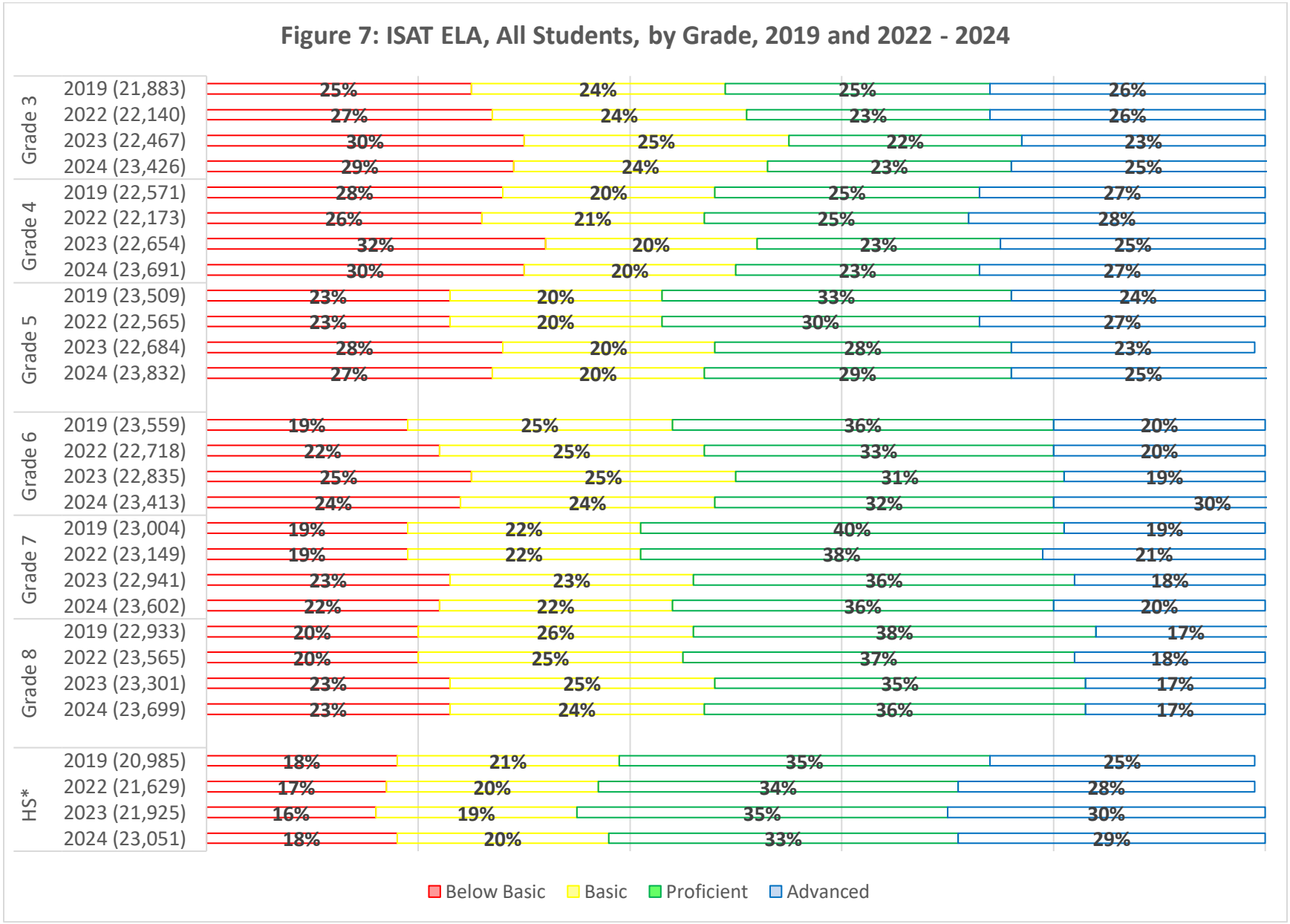


Figure 7: ISAT ELA, All Students, by Grade, 2019 and 2022 - 2024
Grade 3
2019 (21,883) 25% 24% 25% 26%
2022 (22,140) 27% 24% 23% 26%
2023 (22,467) 30% 25% 22% 23%
2024 (23,426) 29% 24% 23% 25%
Grade 4
2019 (22,571) 28% 20% 25% 27%
2022 (22,173) 26% 21% 25% 28%
2023 (22,654) 32% 20% 23% 25%
2024 (23,691) 30% 20% 23% 27%
Grade 5
2019 (23,509) 23% 20% 33% 24%
2022 (22,565) 23% 20% 30% 27%
2023 (22,684) 28% 20% 28% 23%
2024 (23,832) 27% 20% 29% 25%
Grade 6
2019 (23,559) 19% 25% 36% 20%
2022 (22,718) 22% 25% 33% 20%
2023 (22,835) 25% 25% 31% 19%
2024 (23,413) 24% 24% 32% 30%
Grade 7
2019 (23,004) 19% 22% 40% 19%
2022 (23,149) 19% 22% 38% 21%
2023 (22,941) 23% 23% 36% 18%
2024 (23,602) 22% 22% 36% 20%
Grade 8
2019 (22,933) 20% 26% 38% 17%
2022 (23,565) 20% 25% 37% 18%
2023 (23,301) 23% 25% 35% 17%
2024 (23,699) 23% 24% 36% 17%
HS*
2019 (20,985) 18% 21% 35% 25%
2022 (21,629) 17% 20% 34% 28%
2023 (21,925) 16% 19% 35% 30%
2024 (23,051) 18% 20% 33% 29%
Below Basic
Basic
Proficient
Advanced

APPENDIX B

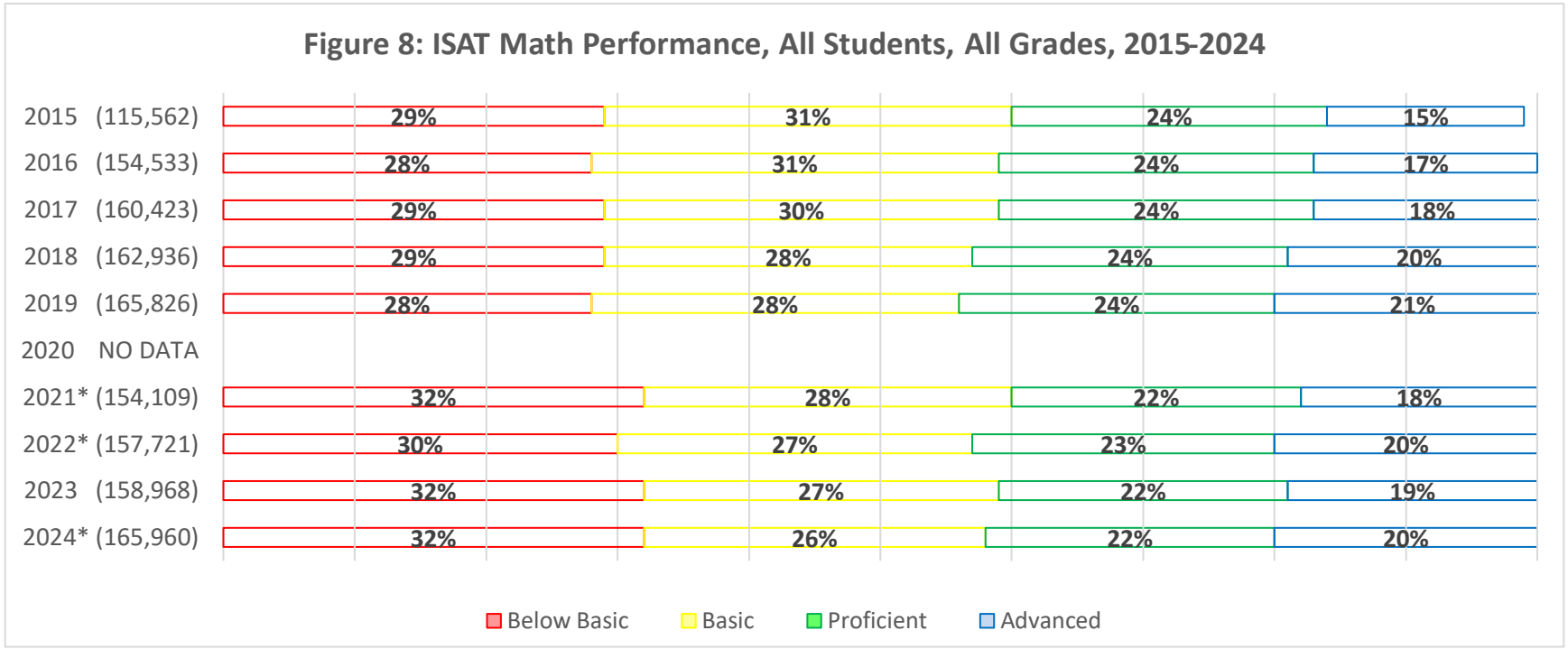
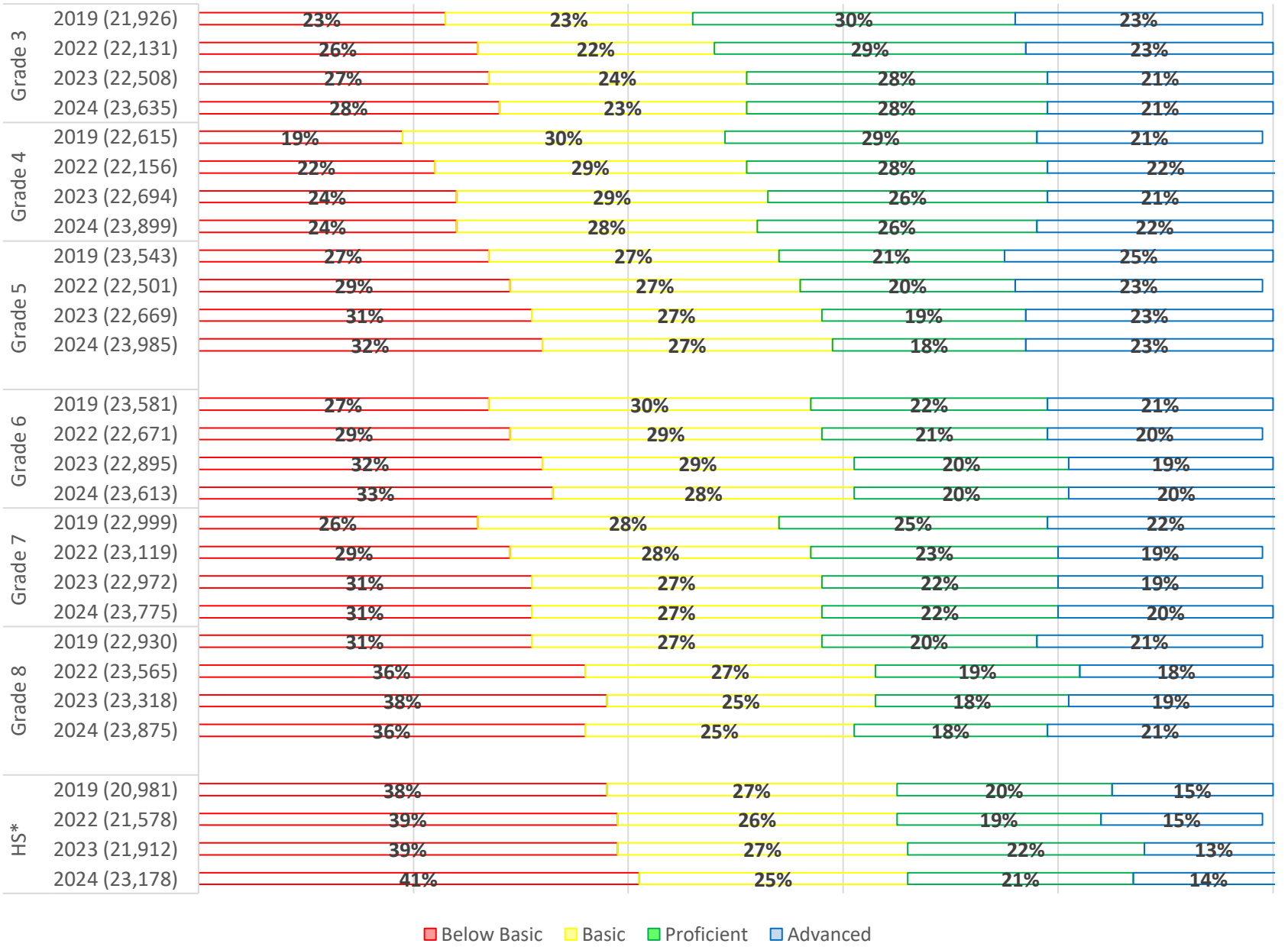


Figure 8: ISAT Math Performance, All Students, All Grades, 2015-2024
2015 (115,562)
29%
31%
24%
15%
2016 (154,533)
28%
31%
24%
17%
2017 (160,423)
29%
30%
24%
18%
2018 (162,936)
29%
28%
24%
20%
2019 (165,826)
28%
28%
24%
21%
2020 NO DATA
2021* (154,109)
32%
28%
22%
18%
2022* (157,721)
30%
27%
23%
20%
2023 (158,968)
32%
27%
22%
19%
2024* (165,960)
32%
26%
22%
20%
Below Basic
Basic
Proficient
Advanced

APPENDIX B

Figure 9: ISAT Math, All Students, by Grade, 2019 and 2022 - 2024



APPENDIX C

Idaho State Board of Education

Idaho Department of Education

PROPOSED CONSOLIDATED STATE PLAN

NEW LONG-TERM GOALS & CHANGES TO THE ISAT GROWTH MODEL

APPENDIX C

Draft ISAT Math Goals, Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	**40.6%**	**41.6**	**42.6**	**43.6**	**44.6**	**45.6**	**46.6**	**47.6**
Econ Disadv	26.7%	27.9	29.1	30.3	31.5	32.7	33.9	35.1
English Learners	8.3%	9.8	11.2	12.7	14.1	15.6	17.1	18.5
Students w/ Disab	11.5%	12.9	14.3	15.7	17.2	18.6	20.0	21.4
Amer Indian	18.7%	20.0	21.3	22.6	24.0	25.3	26.6	27.9
Asian	60.0%	61.0	62.0	63.0	64.0	65.0	66.0	67.0
Black	17.6%	18.9	20.3	21.6	22.9	24.2	25.6	26.9
Hispanic	22.1%	23.4	24.6	25.9	27.2	28.4	29.7	31.0
Hawaiian / Pcf Isldr	30.0%	31.2	32.3	33.5	34.6	35.8	36.9	38.1
Two +	42.6%	43.6	44.6	45.6	46.6	47.6	48.6	49.6
White	45.7%	46.7	47.7	48.7	49.7	50.7	51.7	52.7

APPENDIX C

Draft ISAT ELA Goals – Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	**51.5%**	**52.5**	**53.5**	**54.5**	**55.5**	**56.5**	**57.5**	**58.5**
Econ Disadv	36.2%	37.4	38.6	39.9	41.1	42.3	43.5	44.7
English Learners	8.1%	9.7	11.3	13.0	14.6	16.2	17.8	19.4
Students w/ Disab	13.6%	15.1	16.7	18.2	19.8	21.3	22.8	24.4
Amer Indian	27.6%	28.9	30.3	31.6	33.0	34.3	35.6	37.0
Asian	65.0%	66.0	67.0	68.0	69.0	70.0	71.0	72.0
Black	27.9%	29.2	30.6	31.9	33.2	34.6	35.9	37.3
Hispanic	33.8%	35.1	36.3	37.6	38.8	40.1	41.3	42.6
Hawaiian / Pcf Isldr	39.4%	40.6	41.7	42.9	44.1	45.3	46.4	47.6
Two +	55.7%	56.7	57.7	58.7	59.7	60.7	61.7	62.7
White	56.4%	57.4	58.4	59.4	60.4	61.4	62.4	63.4

APPENDIX C

Draft 4 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2022 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2029 grad cohort)
All Students	**79.9**	**80.8**	**81.6**	**82.5**	**83.3**	**84.2**	**85.0**	**85.9**
Econ Disadv	69.6	70.6	71.6	72.6	73.6	74.6	75.6	76.6
English Learners	65.4	66.5	67.5	68.6	69.7	70.7	71.8	72.9
Students w/ Disab	56.6	57.8	59.0	60.2	61.4	62.6	63.7	64.9
Amer Indian	73.4	74.4	75.3	76.3	77.2	78.2	79.1	80.1
Asian	85.4	86.3	87.1	88.0	88.8	89.7	90.5	91.4
Black	69.1	70.1	71.1	72.1	73.1	74.2	75.2	76.2
Hispanic	73.0	74.0	74.9	75.9	76.8	77.8	78.7	79.7
Hawaiian / Pcf Isldr	71.6	72.5	73.4	74.2	75.1	76.0	76.9	77.8
Two +	76.5	77.4	78.3	79.2	80.1	81.0	81.9	82.8
White	81.9	82.8	83.6	84.5	85.3	86.2	87.0	87.9

APPENDIX C

Draft 5 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2021 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2028 grad cohort)
All Students	**82.3**	**83.2**	**84.0**	**84.9**	**85.7**	**86.6**	**87.4**	**88.3**
Econ Disadv	73.4	74.4	75.4	76.4	77.3	78.3	79.3	80.3
English Learners	66.2	67.3	68.4	69.5	70.5	71.6	72.7	73.8
Students w/ Disab	59.8	61.0	62.2	63.3	64.5	65.7	66.9	68.1
Amer Indian	72.7	73.7	74.7	75.7	76.7	77.7	78.7	79.7
Asian	87.5	88.4	89.2	90.1	90.9	91.8	92.6	93.5
Black	73.9	74.9	75.9	76.8	77.8	78.8	79.8	80.7
Hispanic	75.6	76.6	77.5	78.5	79.4	80.4	81.3	82.3
Hawaiian / Pcf Isldr	79.7	80.6	81.5	82.4	83.3	84.2	85.1	86.0
Two +	78.0	78.9	79.8	80.8	81.7	82.6	83.5	84.4
White	84.2	85.1	85.9	86.8	87.6	88.5	89.3	90.2

APPENDIX C

English Learners' Progress Goals

Approach to Goal Setting

- The proposed goals are set with an ambitious 20 percentage point improvement in ELs hitting their targets, with expected annual improvements higher for 2024-2027 (3.3 ppt) than 2028-2030 (2.3 ppt).

Draft English Learners' Growth Towards Proficiency Goals (3.3 pt thru 2027, then 2.3 pt)								
	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
English Learners Making Growth	55.9%	59.2	62.5	65.8	69.1	71.4	73.7	76.0

NOTE: A revised version of the WIDA ACCESS is underway; we would reassess this goal and targets when we have at least 2 years of data from the new test.

APPENDIX C

Trajectory Growth Model (ISAT) Reasons for Recommended Changes

The Accountability Oversight Committee, Office of the State Board of Education, and Idaho Department of Education identified the following issues with the current model:

- Students who score lower on the test (i.e. Below Basic) often have a growth target that is too ambitious to be achievable
- Students who score Proficient can have a growth target that requires little to no growth (depending on the individual student's scale score)
- Students who score Advanced can have a growth target that is a negative slope, since the expectation is that they just need to stay above the proficiency cut score to hit their target

APPENDIX C

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Not Scored Proficient

- The non-proficient ISAT performance categories (Level 1 and Level 2) are divided into 3 sub-categories.
- Students growth targets are designed to move them towards proficiency.
- Students' annual growth targets are set with the expectation to improve performance spring-to-spring by 1 achievement sub-category or more.

	Level 1 – Below Basic			Level 2 – Basic		
Prior Year	1a	1b	1c	2a	2b	2c
Current year	1b	1c	2a	2b	2c	3a

APPENDIX C

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Proficient

- The ISAT Proficient performance category (Level 3) is also divided into 3 sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by at least 1 academic year and maintain proficiency.
- Students' annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same sub-category (or exceeding that).

	Level 3 – Proficient		
Prior Year	3a	3b	3c
Current year	3a	3b	3c

Please Note: Because this part of the proposed model (targets for Proficient students) was adjusted based on stakeholder feedback, we do not have data modeling available.

APPENDIX C

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Advanced

- The ISAT Proficient performance category (Level 4) is *not* divided into sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by approximately 1 academic year.
- Students' annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same performance category by staying at or above the Level 4 (Advanced) cut score.

	Level 4 – Advanced
Prior Year	4
Current year	Maintain anywhere in the Level 4 category

APPENDIX D

Types of Assessment and Data Use Best Practices by Assessment Type

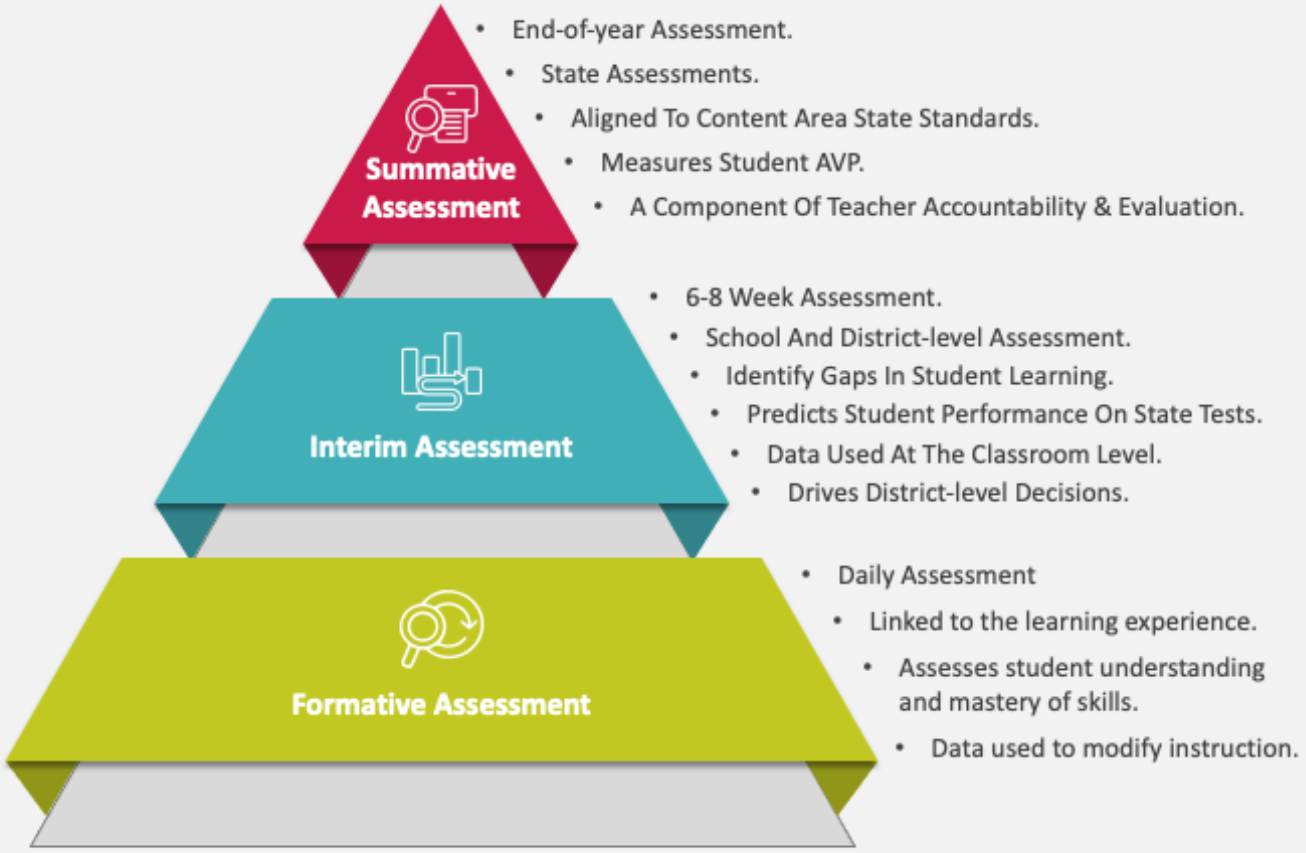
Idaho Assessment Types and Definitions[1]

- **Screener 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.
- **Diagnostic Assessment:** Given at any time, diagnostic assessments are designed to extract precise information about students' specific skills knowledge to inform instructional interventions.
- **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 happens *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.
- **Progress Monitoring:** Administered frequently throughout instruction and intervention to closely monitor student progression toward mastery of concepts, skills, and grade level content.
- **Summative Assessments**: 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.

[1] Idaho State Board of Education, 2020 Comprehensive Literacy Plan, Glossary

APPENDIX D

TYPES OF ASSESSMENTS



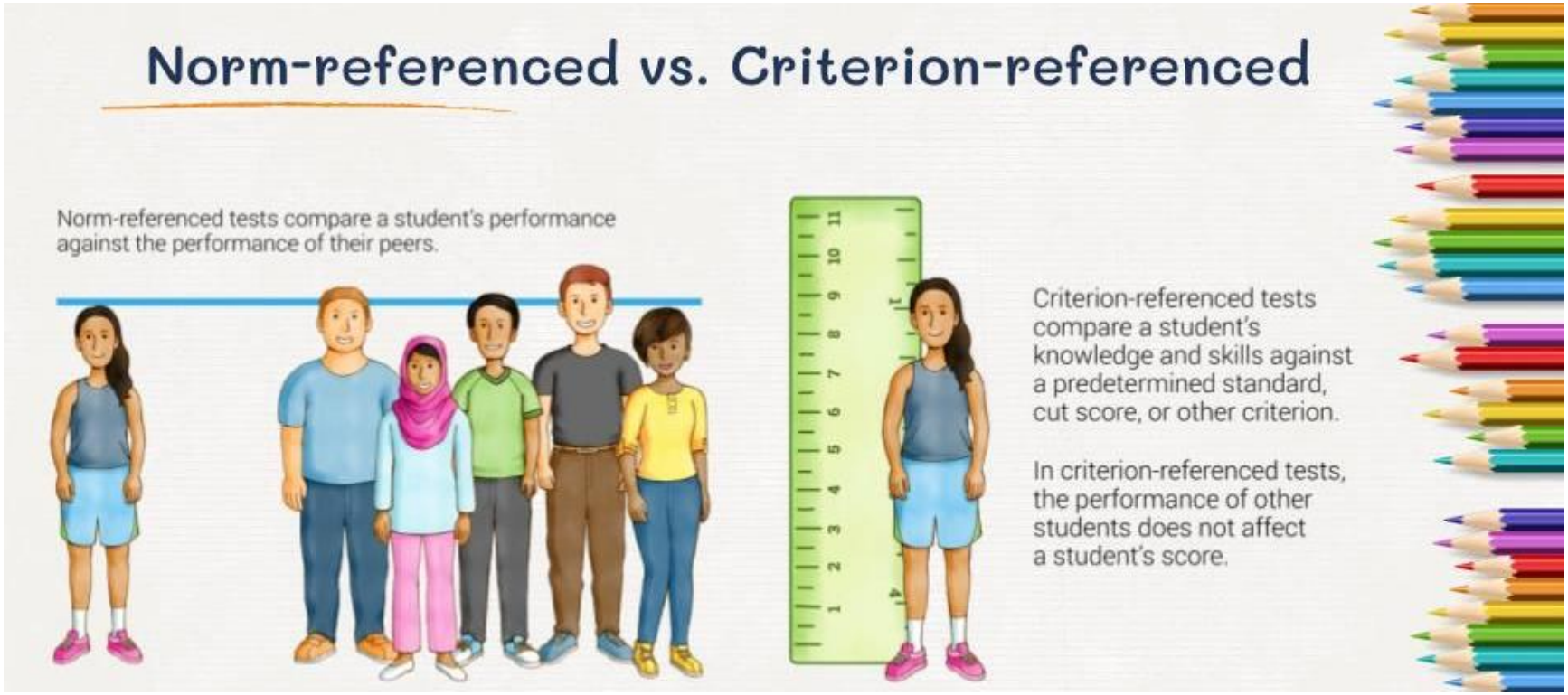
2

[2] Collidu. Web at https://www.collidu.com/presentation-types-of-assessments

APPENDIX D

Assessment Type	Recommended Data Uses
Screening Assessment (Screener)	• Identify students who may need additional support (intervention) • Identify students for additional diagnostics • Determine the instructional differentiation needed in a classroom
Teacher-Administered Diagnostic Assessment	• Further determine and understand areas where a student struggles • Identify specific interventions to support the student
Formative Assessment	• Guage how well students understand a recently taught concept • Identify gaps in knowledge • Plan future instruction
Interim Assessment	• Assess student's knowledge and skills on a group of related concepts • Review student progress towards concept mastery
Progress Monitoring	• Determine the success of interventions • Plan future interventions
Summative Assessment	• Assess the totality of a concept (i.e. end of semester test after all instruction of a concept) • Understand how well the state, districts, and schools are doing at providing instruction to full groups of students • Identify concepts where instruction across groups of students appears to be strong or in need of review and revision • Identify performance trends over time (particularly at the school, district, state level)

APPENDIX D



[3]

- Most interim assessments (particularly those that LEAs purchase directly from assessment vendors) are norm-referenced assessments. The IRI by Istation is also a norm-referenced assessment.
- Federal law requires the statewide summative assessment used for school accountability to be aligned to the state's academic standards. As a result, the ISAT is a criterion-referenced assessment. Most formative assessments created by teachers are also criterion-referenced.

[3] Renaissance. Web at https://www.renaissance.com/2018/07/11/blog-criterion-referenced-tests-norm-referenced-tests/

SUBJECT

Educator Preparation Provider Program Annual Reports

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114, Idaho Code
Section 33-1207A, Idaho Code
Section 33-1203, Idaho Code
IDAPA 08.02.02.012
IDAPA 08.02.02.014
IDAPA 08.02.02.015

BACKGROUND/DISCUSSION

Educator Preparation Programs accredited by the Council for the Accreditation of Educator Preparation (CAEP) receive annual accreditation reports. These reports provide an opportunity to reflect on the work that the educator preparation provider has done over the past year and provide updates on efforts in continuous improvement.

CAEP Accreditation is known as the Gold Standard for educator preparation. CAEP is committed to maintaining that reputation for educator preparation providers. CAEP Accreditation is a public symbol of quality which shows that an educator preparation provider is willing to take on the work of continuous improvement for its candidates and the students they will serve.

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – BSU 2024 CAEP Annual Report
Attachment 1 – ISU 2024 CAEP Annual Report
Attachment 1 – LCSC 2024 CAEP Annual Report
Attachment 1 – NNU 2024 CAEP Annual Report
Attachment 1 – UI 2024 CAEP Annual Report

BOARD ACTION

This item is for informational purposes only.

Council for the Accreditation of Educator Preparation

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- (●) Agree
- ( ) Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name	EPP Name	Carnegie Classification
Boise State University	College of Education	Doctoral/Professional

Control of Organization

Public

Population Served

Not Applicable

Degree of Urbanization

Urban

Language of Instruction

CAEP Council for the Accreditation of Educator Preparation

Religious Affiliations

English

Undenominational

Organizational Accreditation

Northwest Commission or

Degree Granting

- (●) Yes
- ( ) No

Address

1910 University Drive

Address 2

City

Boise

State

Idaho-ID

Zip

83725-1700

Country

United States

Phone

208-426-1000

Website

https://www.boisestate.e opens in ne

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- (●) Agree
- ( ) Disagree

1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- (●) Agree
- ( ) Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- (●) Yes
- ( ) No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- (●) Yes
- ( ) No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- (●) Yes
- ( ) No

Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report : Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

210

Previous Year Number of initial-licensure level Graduates:

229

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

43

Previous Year Number of advanced level Graduates:

75

Total number of program graduates

253

Previous Year Total Number of Graduates:

304

Change from last year:

Display calculation Difference between last year and this year

-51

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

- (●) Yes
- ( ) No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- ( ) Change
- (●) No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ○ Change
- ◉ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ○ Change
- ◉ No Change / Not Applicable

3.4. What is the institution˘s current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F

3.4.3. Does this represent a change in status from the prior year?

- ○ Change
- ◉ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP˘s Accreditation Policy?

Please see Policy V.4.01 of the CAEP Accreditation Policies and Procedures document for CAEP's definition of substantive changes.

- ○ Change
- ◉ No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP˘s Website

Council for the Accreditation of Educator Preparation

2024 Annual Accreditation Report : Annual Accreditation Report : Section 4. CAEP Accreditation Details on EPP˘s Website

Please update the EPP˘s public-facing website to include:

4.1) the EPP˘s current CAEP accreditation status with an accurate listing of the EPP˘s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP˘s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

https://www.boisestate.e open_in_new

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers˘ satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP˘s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

https://www.boisestate.e open_in_ne

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

https://www.boisestate.e open_in_ne

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- (●) Yes
- ( ) No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- (●) Yes
- ( ) No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant

CAEP Component?

- (●) Yes
- ( ) No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- (●) Yes
- ( ) No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- (●) Yes
- ( ) No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report : Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP˘s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- (●) Yes
- ( ) No

AFI/STIPULATION

Name	Email	IsActive	Action

Items per page: 10 0 of 0

Section 6. EPP˘s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report : Section 6. EPP˘s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

In the last academic year, Boise State's College of Education leadership, faculty, and staff have undertaken the critical and complex project of college-wide restructuring. The goals of restructuring are to (1) increase efficiencies; (2) improve

interdisciplinary collaboration, strategic planning, and problem solving; (3) reduce competition for resources; (4) improve the student experience; (5) allow flexibility in faculty hiring; and (6) empower faculty through shared governance. Boise State's partnership with CAEP and our work towards continuous improvement has driven key parts of the restructuring proposal and work within various sub-committees. For instance, it became clear that the shift from NCATE to CAEP made the current structure much less effective. Our restructuring proposal should facilitate interdisciplinary collaboration, encouraging faculty members from diverse fields to collaborate on research, teaching, and community engagement projects. This collaborative approach supports sustainable strategic planning efforts and fosters innovative problem-solving, enabling the college to address complex issues with a multifaceted perspective. In addition, our continuous improvement systems have led us to realize that competition for resources within an institution can lead to siloed approaches and hinder overall progress. Our restructuring proposal should establish a unified framework for resource allocation, ensuring that resources are distributed based on strategic priorities rather than individual departmental competition. This promotes a culture of cooperation and collective advancement. This attention to purposeful cooperation allows for recruitment efforts to focus on teachers and future educators instead of specific program areas in the beginning of student exploration. Through this lens, work towards continuous improvement of our systems and practices should evolve to allow for more collaborative approaches to data collection and analysis, especially as advanced programs progress through the final stages of the transition plan. Smaller, more focused, initial and advanced program coordinator groups will create room for better communication between the two new proposed departments and with the Office of Teacher Education and the Director of Assessment and Accreditation. For instance, tracking advanced program candidate progress in program has greatly improved and become more efficient thanks to quality systems in place over the past two years; these processes will become more streamlined as new department heads and program area coordinators shift into their roles. These changes will also support targeted continuous improvement efforts in regards to advanced programs' alumni and employer satisfaction survey distribution and data analysis to better serve students and programs. As we transform as a college, data collection and results made available to CAEP may change as well, with the intent of improving our processes to ultimately provide the best preparation programs possible.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- (●) Yes
- ( ) No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report : Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

We do not have any questions at this time.

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked

webpages are up-to-date and accurate at the time of submission.

☑ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See CAEP Accreditation Policies and Procedures.

☑ Acknowledge

Semester of EPP˘s next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Spring

Next Visit Date [Year] - Initial-Licensure Level

2030

Next Visit Date [Semester] - Advanced Level

Spring

Next Visit Date [Year] - Advanced Level

2030

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

◉ Yes
○ No

Council for the Accreditation of Educator Preparation

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

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1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- (●) Agree
- ( ) Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name	EPP Name	Carnegie Classification
Idaho State University	College of Education	Doctoral/Professional

Control of Organization

Public

Population Served

Not Applicable

Degree of Urbanization

Rural

Language of Instruction

CAEP Council for the Accreditation of Educator Preparation

Religious Affiliations

English

Undenominational

Organizational Accreditation

Northwest Commission or

Degree Granting

- (●) Yes
- ( ) No

Address

921 South Eighth Avenue

Address 2

City

Pocatello

State

Idaho-ID

Zip

83209

Country

United States

Phone

208-282-2783

Website

CAEP Council for the Accreditation of Educator Preparation

isu.edu/education open_in_new

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- (●) Agree
- ( ) Disagree

1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- (●) Agree
- ( ) Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- (●) Yes
- ( ) No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- (●) Yes
- ( ) No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- ○ Yes
- ◉ No

Please provide additional comments:

The EPP needs to complete the program profiles, select the State Review option for each of its program listings. The listing of programs can be found on the EPP Programs tab. Please click the "Edit" button for each program to ensure the program information is both filled out and accurate. Please respond by addressing the feedback within 30 days of being notified.

Section 2. EPP˜s Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report : Section 2. EPP˜s Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

77

Previous Year Number of initial-licensure level Graduates:

78

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

Council for the Accreditation of Educator Preparation

26

Previous Year Number of advanced level Graduates:

14

Total number of program graduates

103

Previous Year Total Number of Graduates:

92

Change from last year:

Display calculation Difference between last year and this year

11

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

- ○ Yes
- ◉ No

Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior yearˇs Annual Accreditation Report.

3.1. Has there been any change in the EPPˇs legal status, form of control, or ownership?

- ○ Change
- ◉ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ○ Change
- ◉ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ○ Change
- ◉ No Change / Not Applicable

3.4. What is the institutionˇs current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▾

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▾

3.4.3. Does this represent a change in status from the prior year?

- ○ Change
- ◉ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEPˇs Accreditation Policy?

Please see Policy V.4.01 of the CAEP Accreditation Policies and Procedures document for CAEP's definition of substantive changes.

- ○ Change
- ◉ No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type

"None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP˘s Website

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP˘s Website

Please update the EPP˘s public-facing website to include:

4.1) the EPP˘s current CAEP accreditation status with an accurate listing of the EPP˘s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP˘s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

https://www.isu.edu/tes/ open_in_new

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers˘ satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program

expectations and ready to be recommended for licensure. (E.g.: EPP˘s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

https://www.isu.edu/tes/ open_in_new

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

https://www.isu.edu/tes/ open_in_new

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- (●) Yes
- ( ) No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- (●) Yes
- ( ) No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- (●) Yes
- ( ) No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- (●) Yes
- ( ) No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- (●) Yes
- ( ) No

Section 5: Areas for Improvement and/or Stipulations

CAEP Council for the Accreditation of Educator Preparation

Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP˘s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- (●) Yes
- ( ) No

AFI/STIPULATION

Standard	Component	Type	Status
R5 Quality Assurance System and Continuous Improvement	R5.2 Data Quality	AFI	Open
RA.5 Quality Assurance System and Continuous Improvement	RA5.3 Stakeholder Involvement	AFI	Open

Items per page: 10 1 2 of 2

Section 6. EPP˘s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

Initial Programs: The assessment platform will be changing in Fall 2024 from Taskstream to Canvas as the university moves the LMS to Canvas in the Fall. A recommendation will be made to the IACTE workgroup to review the questions and alignment of the Alumni survey during AY 2024-2025. Starting with Special Education (Spring 2024), the department is looking at curriculum alignment to completer feedback, program assessment results, and new state standards. Next steps will be to visit the curriculum for elementary and secondary education. The department will continue the work to align the student teaching portfolio with state standards for special education, early childhood blended, and deaf education. The department will be refining the field placement process for 2024-2025. Advanced Programs: MEd. Education Administration Programmatic and K-12 Principal Endorsement Graduate Certificate: Program modifications include updating the required internship activities to more closely align with program standards and outcomes. A new online Internship Handbook was produced and made available to all cooperating administrators in the field. Additionally, an Intern Performance Survey for cooperating administrators was updated and is now available via a Google form. The focus group activity was designed to collect feedback from cooperating administrators to validate and/or revise the required internship activities. This feedback from the field regarding internship requirements is critical to the success of students completing the degree or certificate and assuming a leadership position. SPED Director Certificate Program: With a very small number of graduates in this program we do not have data to suggest needed improvement to the program. Faculty will be conducting a Focus Group activity with SPED Directors in the field to determine alignment of internship activities with job expectations in 2026.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- (●) Yes
- ( ) No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report : Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Insert text here ...

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

☑ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See CAEP Accreditation Policies and Procedures.

☑ Acknowledge

Semester of EPP˘s next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Fall

Next Visit Date [Year] - Initial-Licensure Level

2029

Next Visit Date [Semester] - Advanced Level

Fall

Next Visit Date [Year] - Advanced Level

2029

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- (●) Yes
- ( ) No

Council for the Accreditation of Educator Preparation

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- (●) Agree
- ( ) Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

Lewis-Clark State Colleg

EPP Name

Division of Teacher Educ

Carnegie Classification

Baccalaureate Colleg

Control of Organization

Public

Population Served

Not Applicable

Degree of Urbanization

CAEP Council for the Accreditation of Educator Preparation

Rural

Language of Instruction

English

Religious Affiliations

Undenominational

Organizational Accreditation

Northwest Commission or

Degree Granting

- (●) Yes
- ( ) No

Address

500 8th Avenue

Address 2

City

Lewiston

State

Idaho-ID

Zip

83501-2898

Country

United States

Phone

208-792-2260

Website

www.lcsc.edu open_in_new

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- (●) Agree
- ( ) Disagree

1.2.2. I confirm that EPP˘s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP˘s scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- (●) Agree
- ( ) Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- (●) Yes
- ( ) No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

Council for the Accreditation of Educator Preparation

- (●) Yes
- ( ) No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- (●) Yes
- ( ) No

Section 2. EPP˝s Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report : Section 2. EPP˝s Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

39

Previous Year Number of initial-licensure level Graduates:

43

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

0

Previous Year Number of advanced level Graduates:

0

Total number of program graduates

39

Previous Year Total Number of Graduates:

43

Change from last year:

Display calculation Difference between last year and this year

-4

AR Reviewer Question 2. Comparing the EPP˘s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

- ○ Yes
- ◉ No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year˘s Annual

Council for the Accreditation of Educator Preparation

Accreditation Report.

3.1. Has there been any change in the EPP˘s legal status, form of control, or ownership?

- ○ Change
- ◉ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ○ Change
- ◉ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ○ Change
- ◉ No Change / Not Applicable

3.4. What is the institution˘s current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▾

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▾

3.4.3. Does this represent a change in status from the prior year?

- ○ Change
- ◉ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP˘s Accreditation Policy?

Please see Policy V.4.01 of the CAEP Accreditation Policies and Procedures document for CAEP's definition of substantive changes.

- ○ Change
- ◉ No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None.

Section 4. CAEP Accreditation Details on EPP˘s Website

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP˘s Website

Please update the EPP˘s public-facing website to include:

4.1) the EPP˘s current CAEP accreditation status with an accurate listing of the EPP˘s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP˘s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

https://www.lcsc.edu/ed opens in new

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers˘ satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP˘s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to

determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

https://www.lcsc.edu/ed open_in_new

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

N/A open_in_new

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- (●) Yes
- ( ) No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- (●) Yes
- ( ) No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- (●) Yes
- ( ) No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- (●) Yes
- ( ) No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- (●) Yes
- ( ) No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report :

Council for the Accreditation of Educator Preparation

Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP˘s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- (●) Yes
- ( ) No

AFI/STIPULATION

Standard	Component	Type	Status
Standard 1. Content and Pedagogical Knowledge	1.5 Provider Responsibilities	AFI	Open
Standard 4. Program Impact	4.2 Indicators of Teaching Effectiveness	AFI	Open
Standard 4. Program Impact	4.1 Impact on P-12 Student Learning and Development	AFI	Open

Items per page: 10 1 3 of 3

Section 6. EPP˘s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

Council for the Accreditation of Educator Preparation

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 6. EPP˘s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

We began a systematic evaluation of all courses taught for education majors across the curriculum and mapped out the standards that are addressed in the courses based on the revised and new Idaho Core Teaching Standards for initial certification in Idaho. This audit prompted several actions for the EPP: A review of the content for the courses that all our education candidates take, a review of the vertical alignment of content and standards in certification areas, a review of content area classes taught by our colleagues for vertical alignment and assessment, and further discussion about the rationale behind the courses we teach and the alignment to standards for certification. After review of our data, it was discovered that our candidates in secondary areas only have five (5) courses that are taught in common, and that meeting the needs of all the assessment for teacher certification in these courses would be possible, but more problematic than desired. We also discovered that one of the areas that our secondary candidates struggled with, lesson design, was likely due to the sequence of courses taken as well as the way that lesson planning was divided amongst all courses rather than taught directly and purposefully in one place. To address these issues, a recommended sequencing was planned and shared with advisors to assist the candidates plan for success by taking the courses in a sequence which would scaffold for better content fluidity. Additionally, a two (2) credit course on lesson planning was piloted during the year, and candidates˘ performance on planning and instruction was improved through application in coursework. We have proposed to implement this additional course into the required plan of study. The vertical alignment of content and standards in certification areas led the EPP to restructure the course descriptions and content for the major and minor in special education. Due to changes in the standards and outcomes over several years, as well as the change in faculty who teach these courses, the outcomes were muddled and several topics were addressed in multiple courses, while other topics were briefly taught. One example is that special education law was only covered in the overview to special education and reinforced during internship with no assessment of the standard. Another example is that the courses for individualized instruction and individualized motivation both had the same outcomes and general assignments. These course objectives were separated and realigned with the intent of the courses. The assessment coordinator met with the content area specialists to discuss the classes taught by our colleagues for vertical alignment and assessment. During the initial meetings a review of the standards addressed as well as assessments currently used were discussed. One of the changes to the Idaho standards was that we were no longer responsible for over a hundred indicators across the 10 standards, but rather we became responsible for the overarching standards themselves, along with an addition of three new standards. This change was discussed with the content area specialists, and they were encouraged to look for existing assessments that could focus not only on the standards needing to be addressed (standard 4. Content knowledge, and standard 5. application of content mainly), but also to look for places in the curriculum were candidate growth in either of these standards could also be measured. This task is still ongoing; however, several content areas have assigned assessment specialists to help them to stay on top of this task and not leave it to the assessment coordinator in education, as they felt that they could interpret the content data with a lens specific to their respective fields of study. Further discussion about the rationale behind the courses we teach and the alignment to standards for certification has occurred in addition to the special education and planning for instruction discussed previously. One of the discussions was centered around enrollment as well as the state-level expectation that all majors be as close to 120 credits as possible. This discussion also centered around the delivery methodology of courses offered. Our secondary content areas are looking at ways to realign the courses, reduce the number of electives to further align the courses, and purposefully plan curriculum outcomes to assist candidates in preparation for the State content assessments (PRAXIS). Our content specialists also now understand that the degree pathways for educators are not the same as those who are majoring in the subject area with an add-on certification, which seems to be how they were initially designed, but are now undergoing a redesign with full intent of delivery to educate content specialist teachers.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- (●) Yes
- ( ) No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report : Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Not at this time.

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

☑ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See CAEP Accreditation Policies and Procedures.

☑ Acknowledge

Semester of EPP's next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Fall

Next Visit Date [Year] - Initial-Licensure Level

2027

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- (●) Yes
- ( ) No

Council for the Accreditation of Educator Preparation

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- (●) Agree
- ( ) Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

Northwest Nazarene Uni

EPP Name

College of Education

Carnegie Classification

Master's Colleges & U

Control of Organization

Private not-for-profit

Population Served

Not Applicable

Degree of Urbanization

Council for the Accreditation of Educator Preparation

Suburban

Language of Instruction

English

Religious Affiliations

Church of the Nazare

Organizational Accreditation

Northwest Commission or

Degree Granting

- (●) Yes
- ( ) No

Address

623 University Blvd.

Address 2

City

Nampa

State

Idaho-ID

Zip

83686

Country

United States

Phone

CAEP Council for the Accreditation of Educator Preparation

208-467-8457

Website

www.nnu.edu open_in_new

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- (●) Agree
- ( ) Disagree

1.2.2. I confirm that EPP˘s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP˘s scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- (●) Agree
- ( ) Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- (●) Yes
- ( ) No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- [x] Yes
- [ ] No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- [x] Yes
- [ ] No

Section 2. EPP˝s Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report : Section 2. EPP˝s Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

43

Previous Year Number of initial-licensure level Graduates:

37

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

48

Previous Year Number of advanced level Graduates:

53

Total number of program graduates

91

Previous Year Total Number of Graduates:

86

Change from last year:

Display calculation Difference between last year and this year

5

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

- ○ Yes
- ◉ No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual

Accreditation Report.

3.1. Has there been any change in the EPP˘s legal status, form of control, or ownership?

- ○ Change
- ◉ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ○ Change
- ◉ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ○ Change
- ◉ No Change / Not Applicable

3.4. What is the institution˘s current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▾

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▾

3.4.3. Does this represent a change in status from the prior year?

- ○ Change
- ◉ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP˘s Accreditation Policy?

Please see Policy V.4.01 of the CAEP Accreditation Policies and Procedures document for CAEP's definition of substantive changes.

- ○ Change
- ◉ No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP˘s Website

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP˘s Website

Please update the EPP˘s public-facing website to include:

4.1) the EPP˘s current CAEP accreditation status with an accurate listing of the EPP˘s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP˘s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

https://nnu.edu/about/ac open_in_new

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers˘ satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP˘s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to

determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

https://nnu.edu/academ open_in_new

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

https://nnu.edu/academ open_in_new

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- (●) Yes
- ( ) No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- (●) Yes
- ( ) No

CAEP Council for the Accreditation of Educator Preparation

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- (●) Yes
- ( ) No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- (●) Yes
- ( ) No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- (●) Yes
- ( ) No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- (●) Yes
- ( ) No

Section 5: Areas for Improvement and/or Stipulations

Council for the Accreditation of Educator Preparation

Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP˘s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- (●) Yes
- ( ) No

AFI/STIPULATION

Name	Email	IsActive	Action

Items per page: 10 0 of 0

Section 6. EPP˘s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 6. EPP˘s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

Measure 6 Continuous Improvement for Phase-In Plans Advanced programs have approved phase-in plans for standards A. 1.1, A. 2.1, A. 3.1, A. 3.3, A. 3.4, A. 4.2, and A. 5.2. The progress we have made will position us to be fully ready for our next review cycle. This document will show the progress and plans for continuous improvement made in advanced programs in the EPP in the year since our site visit (March 2022). Standard A. 1.1: We have 10 key assessments currently identified, validated, and in use across licensure programs. This semester, we re-mapped those to all of the standards to look for gaps in revised standards. We have also created verbiage for communicating about key assessments to all faculty (full-time and adjunct). To that end, we have created communication for each syllabus so students and faculty understand the connections between assessments and standards. Communication about key assessments is being delivered by the Program director to all faculty before the start of each course session. We would like to re-create the Rubric used to assess the Standards portfolio. Currently, it is focused on diversity and technology but needs a bit more weight on the Standards to meet our needs for certification. Here is an example of our collaborative Syllabi work for EDUC 7584: Data Driven Decision Making. Over the current three semesters (Fall 2023, Spring 2024, Summer 2024), the Director of Educational Leadership is ensuring that full time professors and adjunct professors include this in each Syllabi and are using rubrics to assess progress to standards. Program Outcomes met in this Course: Idaho Standards for Building Administrators Standard ISP#10- Continuous School Improvement: The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Idaho Standards for Director of Special Education Standard ISP#10- Continuous School Improvement: The special education director candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of each student. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Idaho Standards for Superintendents Standard ISS#8- Continuous Improvement The superintendent candidate engages in a process of continuous improvement to ensure student success. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Standards for CII, Teacher Leader, and Organizational Leadership Continuous School Improvement: The candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Course Goals Standards Assessment Goal 1 ISP 10 A-K ISS 8 CAEP RA1.1 and RA1.3 Key Assessment for Program: Continuous School Improvement Plan Goal 2 ISP 10I ISS 8 CAEP RA1.1 and RA1.3 Student Learning Data Inventory Goal 3 ISP 10.E ISS 8 CAEP RA1.1 and RA1.3 A Personal Philosophy of Leadership: Using Data to Guide Practice Goal 4 ISP 10K ISS 8 CAEP RA1.1 and RA1.3 Measuring a Program or Process In addition, during this past year, we have worked with NNU Center for Teaching and Learning to embed standards into individual courses in Canvas. As part of continuous improvement, we have determined Canvas is an effective tool for assessing students, and with the embedded outcomes, we can export the data for those assessments for program review. It Is our intention to export that initial data at the end of this semester (May 2024). With this in mind, we have discontinued the use of Portfolium in Advanced programs as we believe we can track data effectively in Canvas. Next Steps: " Determine gaps in curricula and key assessments to fill those gaps. " Validate additional rubrics. " Gather descriptive statistics disaggregated by race, ethnicity, gender for identified key assessments as a pilot. " Compare data over multiple cycles. Standard A. 2.1: During Spring 2023 University Supervisors attempted to complete the Graduate Disposition form for each School Leadership candidate completing their first semester of the internship but discovered a lack of procedural consistency and understanding to complete these with integrity. Therefore, during the summer of 2023, the University Supervisors met to develop a system for gaining awareness of the various aspects identified. Using this as our framework, we created a survey with questions from each section of the Disposition to send to first-semester interns before the second internship meeting. We revised our second visit form to include follow-up conversations that allow us to collect data from our Clinical Partners and interns. The initial round of surveys and visit forms took place in November and December of 2023, and data collected proved valuable to all participants. The conversations during the second intern visit were adapted slightly in spring 2024 to include additional input from the Clinical Partners regarding areas like conflict management and change management thought processes. Including the Clinical Partners more intentionally improved the learning relationship and modeled ways for future guidance and feedback. Supervision visits are now consistent between University Supervisors, and visit notes better capture qualitative data. We are finishing our second complete cycle of collecting disposition perceptions from Clinical Partners. Toward the

end of the year-long internship, we send the Disposition form to Clinical Partners to use as a confidential final evaluation for each candidate. During our third visit, we encourage interns to review this document with the Clinical Partner to gain feedback regarding growth areas. Spring of 2024 is our fourth data collection from Clinical Partners. In all, Disposition data is collected four times throughout the EPP: 1 & 2) Student self-perceptions are gathered during the initial orientation course and again during the EDUC 7596 fall semester course; 3) University Supervisors complete an evaluation at the end of the first semester or halfway point; and 4) the Clinical Partner evaluates the candidate at the end of the internship. University Supervisors conduct at least two visits with each candidate during their internship. The best practice and University goal are four visits, twice per semester. We conduct the first and third visits (beginning of each semester) in person at the school site whenever reasonably possible. We conduct the second and fourth visits virtually using Zoom or Google Meets. We use the revised forms to collect information and data during each visit to guide conversations particular to the timing for the student. For example, the first visit is designed to cover all requirements of the internship with a focus on the logging of hours and use of the checklist. The third visit highlights the gathering of professional documents (reference letters) and progress or set up for the end-of-program standards binder. The revised forms provide consistency between University Supervisors and are adjusted based on feedback. During the fourth and final supervisory visit, each intern and Clinical Partner are asked for suggestions for EPP improvement, and adjustments are integrated based on this feedback. For example, because feedback revealed that candidates would benefit from experiencing the standard artifacts before the final semester and portfolio requirements, this has now been added to the spring EDUC7596 course. Students are required to create the necessary folders and write rationale statements for artifacts several times throughout the course. Instructors intentionally identify projects and artifacts for students, based on the standards, to assist them with maintenance and retrieval later. Next Steps: " Revise scale scoring for Disposition form to reflect expected vs distinguished leadership skills, adjusting for 28-point options or an average of seven areas. " Create a digital collection of Disposition ratings for better disaggregation of data based on evaluators and timelines. " Revise grade book for standards portfolios to match the four-point scale of proficiency for each overall standard, using artifacts from all sub-standards. " Sample current data for availability and use and adjust as needed. Standard A. 3.1: The University is transitioning to a new ERP. Though that process taking a bit longer than anticipated, we still have plenty of time to gather cycles of data. As we consider diverse candidates, we have had a suggestion from the Stakeholder Council to hold a focus group with diverse stakeholders to determine if any of our admissions or program policies are keeping us from attracting more candidates. Next Steps: " Look at baseline data from SLATE and Anthology (when it is fully implemented) regarding gender, race, and ethnicity of those who inquire about programs, apply to programs, and are accepted into programs (From Admissions Z Smith for May Data meeting) " Use data from multiple sources to determine questions for a possible focus group of diverse stakeholders. " Identify participants for the focus group and have the focus group. Standard A. 3. 3: This standard requires that we gather data through the four phases of candidacy. Currently, we are regularly gathering the following data in each phase: Pre-Admission " Teaching Certification " Entering GPA " Recommendations assessment score " Writing sample assessment score Coursework " Mid-Point GPA " Academic Probation (if applicable) " Academic artifacts (see A. 1.1) Internship " Visit data---in progress (see A. 2. 1) Licensure " Final GPA " Portfolio (see A.1.1) GPA for Completers 2022-23 in Advanced Programs M.Ed Building Administrator (n=11) Start: 3.41 End: 3.89 6 Female 5 Male 11 White 0 Hispanic EDS. Superintendent (n=3) Start: 3.98 End: 3.98 2 Female 1 Male 3 White 0 Hispanic EDS Director of Special Education (n=4) Start: 3.679 End: 3.82 2 Female 2 White EDS Building Administrator (n=23) Start: 3.81 End: 3.92 3 Female 1 Male 4 White 0 Hispanic Overall GPA Hispanic (n=5) Start: 3.6 End: 3.84 All of our GPAs are in the range for good standing in the program. There are not significant differences between race and ethnicity or gender for our candidates. We will soon be able to compare data for all of these points. We still have some assessments to identify, and our largest challenge is efficiently and consistently gathering the data from multiple places. One of the places where we are working to determine efficiency is in mid-point GPA. In our fully advanced program, we have relatively few students who are struggling academically. Because our programs are well supported by faculty, we work individually with students who may be on academic probation. The EPP will determine the necessity of a mid-point GPA as we assess our programs. Next Steps: " Determine best practices in data collection. Standard A. 3.4: Much like other parts of standard 3, data is key in this phase-in plan. IR/Certification data is already in place for the EPP to determine progress in candidates being certified. Each April, that data is included in this annual report in Measure 3. We collect dispositions from candidates both at the start and end of their candidacy. As was stated in Standard 2, we are working on consistency in gathering disposition data from the University Supervisor and Clinical Partners. Next Steps: " Develop a system for gathering data from Canvas. " Develop a system for gathering University Supervisor and Clinical Partner Disposition data for candidates. " Disaggregate data by gender/ethnicity/race. Standard A. 4.2: This phase-in plan is right on schedule as written. We have identified both completers and employers each year, and focus groups are on schedule with those groups regarding the satisfaction with the program of both groups. We will analyze the data for themes after the full cycle completes. Next Steps: " Hold focus groups for completers/employers. o Full list has been generated. o Participants need to be contacted. o Focus Group needs to be scheduled (May 2024). Standard A. 5. 2: This standard is the umbrella for all of the others. Because we are still in the process of collecting data and using previously validated assessments in early cycles of data collection, not many changes are required for advanced phase-in plan 5.2. We have regular accreditation meetings to plan for data collection and better communication between the EPP and personnel. We

are working on the matrix for cycles of data and working through all of the plans. Next Steps: " Finish data gathering matrix. " Gather pilot and early cycle data Plan stakeholder meeting in the fall of 2024.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- (●) Yes
- ( ) No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report : Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Insert text here ...

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

- [x] I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See CAEP Accreditation Policies and Procedures.

- [x] Acknowledge

Semester of EPP˝s next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Spring

Next Visit Date [Year] - Initial-Licensure Level

2029

Next Visit Date [Semester] - Advanced Level

Spring

Next Visit Date [Year] - Advanced Level

2029

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- (●) Yes
- ( ) No

Council for the Accreditation of Educator Preparation

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- (●) Agree
- ( ) Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

University of Idaho

EPP Name

College of Education, He

Carnegie Classification

Doctoral Universities:

Control of Organization

Public

Population Served

Not Applicable

Degree of Urbanization

CAEP Council for the Accreditation of Educator Preparation

Rural

Language of Instruction

English

Religious Affiliations

Not Religiously Affilia

Organizational Accreditation

Northwest Commission or

Degree Granting

- (●) Yes
- ( ) No

Address

875 Perimeter Drive

Address 2

City

Moscow

State

Idaho-ID

Zip

83844-3080

Country

United States

Phone

CAEP Council for the Accreditation of Educator Preparation

208-885-6772

Website

https://www.uidaho.edu open_in_new

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- (●) Agree
- ( ) Disagree

1.2.2. I confirm that EPP˘s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP˘s scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- (●) Agree
- ( ) Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- (●) Yes
- ( ) No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

CAEP Council for the Accreditation of Educator Preparation

- ○ Yes
- ◉ No

Please provide additional comments:

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your Main Campus, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab. Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an Auxiliary Location.

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- ○ Yes
- ◉ No

Please provide additional comments:

The EPP needs to select a degree level and program review option for each of its program listings. The listing of programs can be found on the EPP Programs tab. Please click the "Edit" button for each program to ensure all program information is both filled out and accurate. Additionally, the EPP needs to remove any duplicate listing of programs, which might have occurred during the transfer of information from AIMS 1.5 to AIMS 2.0. Please respond by addressing the feedback within 30 days of being notified.

Section 2. EPP˝s Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report : Section 2. EPP˝s Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

123

Previous Year Number of initial-licensure level Graduates:

140

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

73

Previous Year Number of advanced level Graduates:

69

Total number of program graduates

196

Previous Year Total Number of Graduates:

209

Change from last year:

Display calculation Difference between last year and this year

-13

AR Reviewer Question 2. Comparing the EPP˘s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

(●) Yes
( ) No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

( ) Change
(●) No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

( ) Change
(●) No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

( ) Change
(●) No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▾

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F

3.4.3. Does this represent a change in status from the prior year?

- ○ Change
- ◉ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP˘s Accreditation Policy?

Please see Policy V.4.01 of the CAEP Accreditation Policies and Procedures document for CAEP's definition of substantive changes.

- ○ Change
- ◉ No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP˘s Website

2024 Annual Accreditation Report : Annual Accreditation Report : Section 4. CAEP Accreditation Details on EPP˘s Website

Please update the EPP˘s public-facing website to include:

4.1) the EPP˘s current CAEP accreditation status with an accurate listing of the EPP˘s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP˘s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

https://www.uidaho.edu/ open_in_new

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers˘ satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP˘s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

https://www.uidaho.edu/ open_in_new

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

CAEP Council for the Accreditation of Educator Preparation

https://www.uidaho.edu/ open_in_new

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- (●) Yes
- ( ) No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- (●) Yes
- ( ) No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- (●) Yes
- ( ) No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- ( ) Yes
- (●) No

Please provide additional comments:

The EPP needs to update its web display with data from AY 2022-2023. If data are currently unavailable, the EPP needs to provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared. Please respond by addressing the feedback within 30 days of being notified.

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- (●) Yes
- ( ) No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- (●) Yes
- ( ) No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report : Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP˘s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- (●) Yes

Council for the Accreditation of Educator Preparation

○ No

AFI/STIPULATION

Standard	Component	Type	Status
Standard 2. Clinical Partnerships and Practice	2.2 Clinical Educators	AFI	Open
Standard 5. Provider Quality Assurance and Continuous Improvement	5.3 Continuous Improvement	AFI	Open

Items per page: 10 1 2 of 2

Section 6. EPP˜s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report : Section 6. EPP˜s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

During the last academic year, the Advanced Programs conducted a comprehensive curriculum review to ensure alignment with A.1.1 Standards. This review involved analyzing data on student performance, stakeholder feedback, and emerging trends in the field. Through this process, it became evident that there was a need to enhance curriculum to better emphasize data literacy skills. As a direct outcome of this review, additional assignments were developed to provide students with opportunities to demonstrate their proficiency in data literacy. These assignments were carefully designed to integrate real-world data sets and scenarios relevant to their future professional practice. By doing so, we aimed to equip our students with the necessary skills to analyze, interpret, and apply data effectively in their respective fields. Moreover,

this modification aligns with our ongoing commitment to continuous improvement and meeting the evolving needs of our students and the education landscape. Moving forward, we will continue to monitor and assess the impact of these modifications to ensure that our students are well-prepared for success in their careers and make meaningful contributions to their respective fields. In addition, the EPP identified the necessity to introduce a mid-point check for the Internship Portfolio within the Advanced Programs. Recognizing the importance of this component in showcasing students' practical skills and experiences, we saw an opportunity to enhance its effectiveness through structured milestones. This mid-point check serves as a crucial progress assessment, allowing students to receive timely feedback and guidance on their internship experiences. By implementing this checkpoint, we aim to ensure that students are actively reflecting on their learning journey and making meaningful connections between theory and practice. The introduction of this checkpoint enables us to monitor students' progress more effectively and intervene if necessary to provide additional support or resources. In light of recent global events and the evolving educational landscape, including the rise of hybrid learning models, learning loss mitigation, and heightened moral and ethical dilemmas in K-12 education, the Advanced Programs faculty has recognized the imperative to adapt our educational leadership preparation accordingly. Thus, we have embarked on an initiative to convene an expert panel of practitioners and other educational stakeholders. This panel will examine our current assignments to ensure they effectively reflect and address these multifaceted challenges. The decision to convene this expert panel stems from a data-driven approach that acknowledges the shifting demands and complexities within the educational field. By examining trends, feedback from clinical partners and stakeholders, and emerging challenges, we identified a critical need to update our curriculum to better equip educational leaders for the realities of contemporary practice. We anticipate that the insights gleaned from this collaborative effort will inform targeted modifications to our curriculum. By integrating the expertise and perspectives of practitioners and other educational stakeholders, we aspire to enhance the relevance and effectiveness of our educational leadership preparation programs.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- (●) Yes
- ( ) No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report : Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Insert text here ...

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

- [x] I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See CAEP Accreditation Policies and Procedures.

☑ Acknowledge

Semester of EPP˘s next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Spring

Next Visit Date [Year] - Initial-Licensure Level

2026

Next Visit Date [Semester] - Advanced Level

Spring

Next Visit Date [Year] - Advanced Level

2026

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

◉ Yes
○ No

SUBJECT

State Mandated Evaluation Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004B, Idaho Code
Section 33-1001, Idaho Code
Section 33-514, Idaho Code
IDAPA 08.02.02.120

BACKGROUND/DISCUSSION

Pursuant to Section 33-1004B, Idaho Code, a review of educator evaluations must be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each domain and identification of which domain or domains the administrator is focusing on for the instructional staff or pupil service staff member being evaluated, as outlined in IDAPA 08.02.02.120.

To satisfy statute, evidence is gathered from a statewide randomized sample of public-school administrators. That evidence is then examined by a review team of experienced reviewers to determine if each selected administrator has conducted their evaluations in compliance with the requirements found in IDAPA 08.02.02.120, Section 33-1001, Idaho Code, and Section 33-514, Idaho Code

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – 2024 Annual Evaluation Review Report per Section 33-1004B, Idaho Code - Career Ladder

BOARD ACTION

This item is for informational purposes only.

Idaho State
Board of Education

ANNUAL EDUCATOR EVALUATION REVIEW PER SECTION 33-1004B, IDAHO CODE – CAREER LADDER

REVIEW OF THE 2023-2024 SCHOOL YEAR

NOVEMBER 1, 2024
OFFICE OF THE IDAHO STATE BOARD OF EDUCATION

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INTRODUCTION

Pursuant to **Section 33-1004B, Idaho Code**, a review of educator evaluations must be conducted annually to:

> *verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each domain and identification of which domain or domains the administrator is focusing on for the instructional staff or pupil service staff member being evaluated, as outlined in* **IDAPA 08.02.02.120**.

First, a group of administrators are selected at random, then evidence is gathered from the evaluations conducted by the selected administrator. That evidence is then examined by a review team of experienced reviewers to determine if each selected administrator has conducted their evaluations in compliance with the requirements found in **IDAPA 08.02.02.120**, **Section 33-1001, Idaho Code**, and **Section 33-514, Idaho Code**. A fully compliant evaluation includes a minimum of the following:

i. At least two (2) documented observations of the staff member's professional practice, the first of which must be completed by January 1st.;
ii. At least one (1) additional measure of professional practice, which may be based on student input, parent/guardian input, or a portfolio;
iii. At least one (1) measure of student achievement and/or indicator of student success (as defined by **Section 33-1001, Idaho Code** and appropriate to the staff member's position); and
iv. At least one (1) summative evaluation completed no later than June 1st (as defined by **Section 33-514, Idaho Code**), which must be aligned to the applicable professional standards and based on a combination of the items above.

BACKGROUND

- In 2008, a Teacher Evaluation Task Force (Task Force) was formed by **HB669-2008** to provide recommendations to the State Board of Education and other state policy makers on minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance across school districts and charter schools in Idaho.
- In 2009, the Task Force recommended the state adopt the Charlotte Danielson's Framework for Teaching 2nd Edition (Idaho Framework for Teaching Evaluation) as the statewide teacher evaluation model.
- In 2010, through **IDAPA 08.02.02.120**, each school district and charter school were required to adopt policies and procedures for teacher evaluations aligned to the Idaho Framework for Teaching Evaluation.
- In 2012, a different Task Force made up of educators was formed to provide recommendations to the Idaho State Board of Education regarding the Idaho Framework for Teaching Evaluation. The Task Force reaffirmed the use of the Idaho Framework for Teaching Evaluation as the statewide model for teacher evaluations. The Task Force provided recommendations for additional administrative rule changes to increase the rigor and utility of teacher evaluations.
- In 2013, training on the Idaho Framework for Teaching Evaluation was incorporated into Idaho State Board of Education approved administrator preparation programs.
- In 2015, the Idaho Framework for Teaching Evaluation was incorporated into the statutory framework for teacher compensation, per **Section 33-1004B, Idaho Code**, and became a required component of the Institutional Recommendations required for standard teacher certification. In response to concerns that the evaluations may not be conducted consistently and with fidelity to the Idaho Framework for Teaching Evaluation, language was included in **Section 33-1004B, Idaho Code**, requiring random reviews of the evaluations conducted at the school district and charter school level.
- In 2023, the Career Ladder Data System (CLDS) was built out for the State Mandated Annual Evaluation Review process.

METHODOLOGY

A randomized sample of administrators generated by the Career Ladder Data System randomizer—representing approximately **10% of the evaluating administrators in each region in the state**—was provided for this review. For every administrator in the sample, a **selection of evaluations from the 2023-2024 school year were reviewed**. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each. **Three hundred ten (310) staff evaluations by one hundred twenty-six (126) administrators** were confirmed for the review sample.

A team of twenty-one (21) experienced education professionals from across Idaho were selected to serve on the review team. This group was composed of current and former public education administrators, educators, and faculty from Idaho educator and administrator preparation programs. Prior to beginning review work, all reviewers were required to sign a confidentiality form and participate in training. The training session is designed to calibrate the review team and increase interrater reliability. Included in the training was a summary of state evaluation requirements, a review of specific compliance criteria used for the review, and two (2) calibration activities.

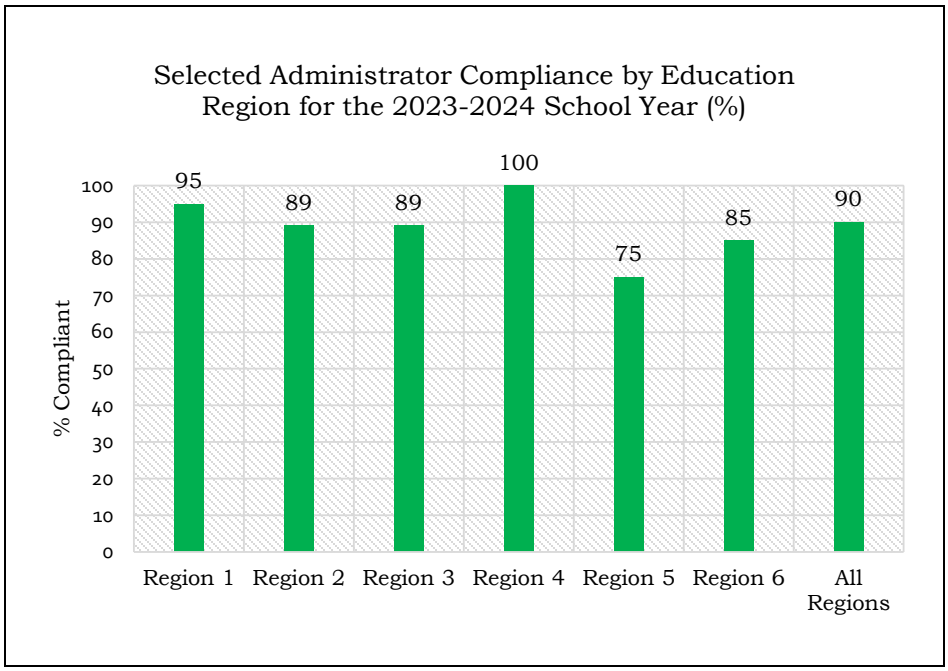
The **first phase** of the review process is the **desk review**, in which reviewers work independently to assess the compliance of each evaluation. A minimum of two reviews were conducted by two different reviewers for each submitted evaluation. Reviewers that work in a school district or charter school were assigned evaluations in a different region from their employment region. Selected administrators were notified of the results of the review. After being notified of the review results, administrators were given the opportunity to submit missing documents, provide clarification for the evidence submitted, and/or correct any errors. Evaluations that were resubmitted went through the review process described early in this paragraph and the results were communicated. Upon conclusion of the desk review, the review team discussed trends, strengths, and areas of improvement that were observed during this desk review.

The **second phase** of the review process involved **on-site or virtual visits** with a subset of selected administrators whose evaluations were assessed in the desk review. The purpose of these visits was to establish a dialogue with evaluators to inform improvements to the implementation of evaluation practices and compliance with evaluation requirements.

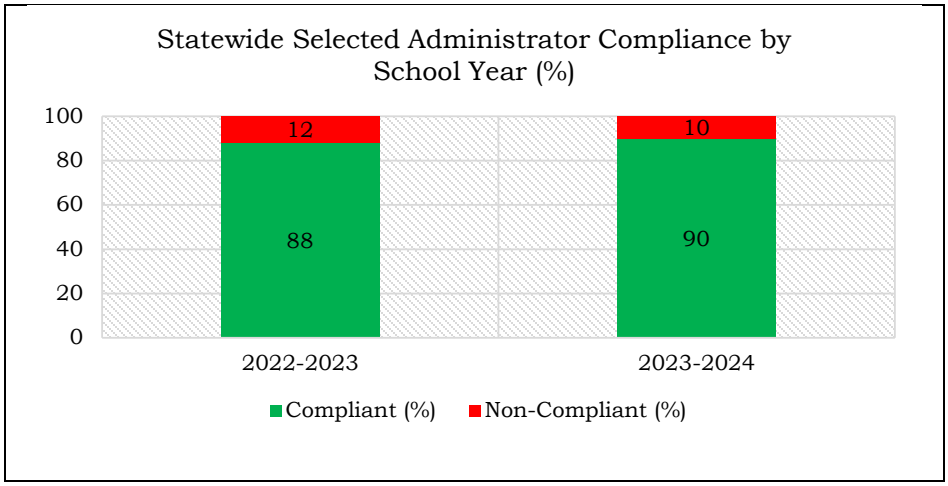
SELECTED ADMINISTRATOR COMPLIANCE

Education Region Map

SELECTED ADMINISTRATOR COMPLIANCE BY EDUCATION REGION FOR THE 2023-2024 SCHOOL YEAR

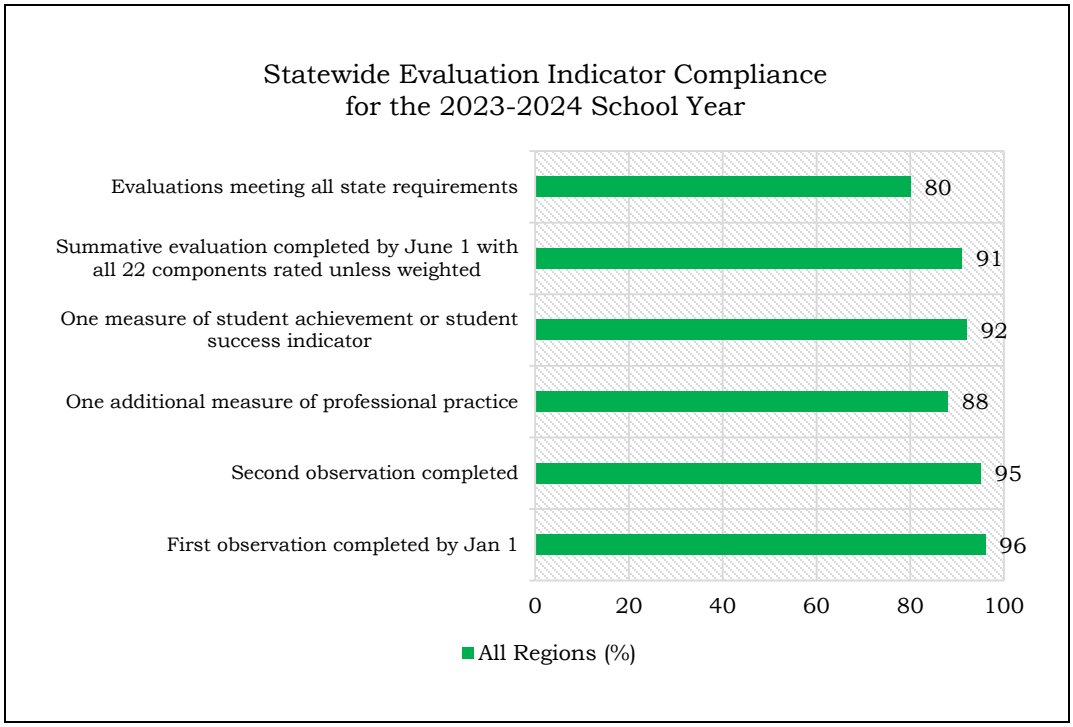


STATEWIDE SELECTED ADMINISTRATOR COMPLIANCE BY SCHOOL YEAR

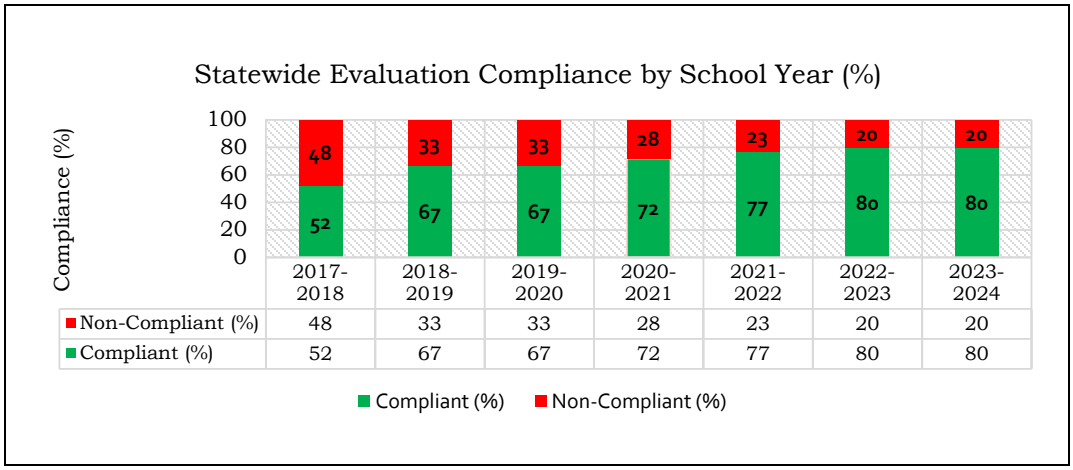


EVALUATION COMPLIANCE

STATEWIDE EVALUATION INDICATOR COMPLIANCE FOR THE 2023-2024 SCHOOL YEAR



STATEWIDE EVALUATION COMPLIANCE BY SCHOOL YEAR



CONCLUSION

The historical implementation of the state mandated annual evaluation review may have impacted each year's findings due to a variety of changes.

Those changes include:

- Annual learning and relearning of the state mandated annual evaluation review implementation process;
- Changes to the board office state mandated annual evaluation review facilitator;
- Changes to the state mandated annual evaluation review platform;
- Changes to the state mandated annual evaluation review sample of selected administrators; and
- Changes to the state sponsored certified staff evaluation platform.

Additional areas that may impact each year's findings are:

- Communication with school districts and charter schools;
- School administrator capacity;
- School administrators prepared outside of Idaho; and
- School administrator turnover.

The daily responsibilities of the multi-faceted position of a school administrator binds the time that may be allocated to the many requirements of the position, such as certified staff evaluations.

Conclusion

The review team found improvements in the rigor and selection of the measures of student achievement used across the state. The use of portfolios for the additional measure of professional practice was found to be a strength as the portfolios were specific to the growth of the educator. The elements of non-compliance appeared to be related to misunderstandings of the framework requirements, uncollected evidence, and extenuating circumstances. It does not appear that any widespread, pervasive issues with willful non-compliance currently exist.

Efforts to improve the number of evaluations conducted with fidelity to the Idaho Framework for Teaching Evaluation should focus on clarifying evaluation requirements. Specifically, providing guidance for weighted evaluations, clarifying the additional measure of professional practice, explaining student success indicators, and providing guidance on conducting evaluations for pupil service staff and special education teachers.

The rate of evaluation compliance remained consistent with last year's state mandated annual evaluation review results.

END OF REPORT

NOVEMBER 1, 2024
OFFICE OF THE IDAHO STATE BOARD OF EDUCATION

SUBJECT

Federal Title II Programs that Prepare Teachers Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 205-208 of Title II of the Higher Education Opportunity Act

BACKGROUND/DISCUSSION

Sections 205 through 208 of Title II of the Higher Education Opportunity Act call for accountability for programs that prepare teachers. The Higher Education Act was signed in 1998, and the legislation was reauthorized in 2008. The educator preparation providers report annually to the state in April. States report annually to the U.S. Department of Education in October. The report is to inform the public of the status of educator preparation programs. More specifically, Section 205 of Title II of the Higher Education Opportunity Act mandates the collection of data on state assessments, standards for teacher certification and licensure, data on the performance of educator preparation programs, and other requirements. The law requires the Secretary to use these data in submitting an annual report on the quality of educator preparation to Congress.

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – Idaho 2024 Title II Report for Academic Year 2022-2023

BOARD ACTION

This item is for informational purposes only.

Idaho
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R PORT OM ET
S ATUS CE T E

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ACADEMIC YEAR

2022-23

INTRODUCTION

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(Optional)

Plea e u e thi pace to provide any additional information that provide context for the data included in thi report card. You may al o attach information to thi report card (ee below). s

Li ks Rela ed Web Si es

List of Idaho Educator Preparation Providers	

You may add link to related web ite to be included with your report card. Be ure to include the entire URL, beginning with the 'http://' or 'http ://'. s Add link in the order that you'd like them to appear. s

SECTION I O M INFO MATION

List of Programs

List each teacher preparation provider and program for an initial teaching credential offered in your state below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. Indicate any at-risk or low-performing programs. (§205(b)(1)(H), §207(a)) s

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program
- Teacher Preparation Provider

Note: Th s se t on s reloaded from Inst tut on and Program Re ort Card (IPRC) data States w ll nd ate whether rograms are lass f ed as at-r sk or low- s performing, and f so, the date des gnated as su h.

Total		
Programs Types s	Numbers of Providers s	Numbers of Programs s
Tradit onal s s	7	14 s
A ternat ve, IHE-based	5 s	68
Alternat ves, not IHE-based s s	2 s	22
Total	14	23 s

ABCTE - Idaho (Title 2 Only) s Alt (14541), No IPED ID				
CIP Code s	Teacher Preparation Programs s	UG, PG, or Both s	Indicate whether this program is classified as at-risk or low-performing s and if so, the date designated as such	Updates
3 s 2002 s	Elementary Educat on s	PG s	Not A s l able s	
13.1 s	Special Educat on s	PG s	Not Applicable	
13.1322 s	Teacher Educat on - Biology s	PG s	Not Applicable	
13.1328 s	Teacher Educat on - Chemistry s	PG s	Not Applicable	
13.1330 s	Teacher Educat on - English Language Arts s	PG s	Not Applicable	

Boise State University (4018), IPEDS ID: 142115				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and is employed to designated as such	Update
13.0202	Early Childhood Education	Both	Not applicable	
13.0202	Elementary Education	Both	Not Applicable	
13.0206	Junior High/Intermediate/Middle School Education and Teaching	Both	Not applicable	

Boise State University (4018), IPEDS ID: 142115				
CIP 6 code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1	Special Education	Both	Not Applicable	
13.1302	Teacher Education - Art	Both	Not Applicable	
13.1303	Teacher Education - Biology	Both	Not Applicable	
13.1308	Teacher Education - Chemistry	Both	Not Applicable	
13.1309	Teacher Education - Computer Science	Both	Not Applicable	
13.1312	Teacher Education - Drama and Dance	Both	Not Applicable	
13.1401	Teacher Education - English as a Second Language	Both	Not Applicable	
13.1305	Teacher Education - English Language Arts	Both	Not Applicable	
13.1306	Teacher Education - Foreign Language	Both	Not Applicable	
13.1316	Teacher Education - General Science	Both	Not Applicable	
13.1307	Teacher Education - Health	Both	Not Applicable	
13.1308	Teacher Education - History	Both	Not Applicable	

Boise State University (4018), IPEDS ID: 142115				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, or has had a state designation as such	Update
13.1312	Teacher Education - Mathematics	Both	Not Applicable	
13.1322	Teacher Education - Music	Both	Not Applicable	
13.1314	Teacher Education - Physical Education and Coaching	Both	Not Applicable	
13.1329	Teacher Education - Physics	Both	Not Applicable	
13.1317	Teacher Education - Social Sciences	Both	Not Applicable	
13.1318	Teacher Education - Social Studies	Both	Not Applicable	

Boise State University (4018), IPEDS ID: 142115

Total number of teacher preparation programs:

31

Boise State University - Alt (4018), No IPEDS ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, or has had a state designation as such	Update
13.0101	General Education (alternative programs/programs providing pedagogy only)	PG	Not Applicable	

Boise State University - Alt (4018), No IPEDS ID

Total number of teacher preparation programs: 1

1 S

Brigham g U iversity Idah (4657), IPED ID: 142522				
CIP Code S	Teacher Preparation S Program S	UG, PG, or Both S	Indicate whether the program is classified as at-risk or high-demand, and the date designated as such	Update
13S1215SSS	Early Childhood Education S	UG S	Not Applicable S	
13S1220SSS	Elementary Education S	UG S	Not Applicable	
13S1 S	Special Education S	UG S	Not Applicable	
13S1302SSS	Teacher Education S Art S	UG S	Not Applicable	
13S1322SSS	Teacher Education S Biology S	UG S	Not Applicable	
13S1332SSS	Teacher Education S Chemistry S	UG S	Not Applicable	
13S1324SSS	Teacher Education S Dance S	UG S	Not Applicable	
13S1337 S	Teacher Education S Earth Science S	UG S	Not Applicable	
13S14 S	Teacher Education S English language arts S	UG S	Not Applicable	
13S1305SSS	Teacher Education S English as a Second Language S	UG S	Not Applicable	
13S1308 S	Teacher Education S Family and Consumer Sciences/Home Economics S	UG S	Not Applicable	

Brigham Young University Idaho (4657), IPEDS ID: 142522 :				
CIP Code	Teacher Preparation : Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, : and if so, the date designated as such	Update
13.1306 :	Teacher Education : - Foreign Language :	UG :	Not Applicable :	
13.1328 :	Teacher Education : - History :	UG :	Not Applicable	
13.1311 :	Teacher Education : - Mathematics :	UG :	Not Applicable	
13.1312 :	Teacher Education : - Music :	UG :	Not Applicable	
13.1329 :	Teacher Education : - Physics	UG ::	Not Applicable	
13.1318 :	Teacher Education : - Social : Studies :	UG :	Not Applicable	

Brigham g iversity Idah (4657), IPE :S I 14 5 :

Total number of teacher preparation programs:

17

College of Southern Idaho - Alt (2909), IPEDS ID: 142559 :				
CIP Code	Teacher Preparation : Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, : and if so, the date designated as such	Update
13. 1 :	Gene al Education (alte nati: e pro : rams/pro rams providing pedagogy only) :	PG :	Not Applicable :	

C llege f S ther Idah - Alt (0), IPE S I : 14 55 : :

Total number of teacher preparation programs:

1 d

Idaho S a v rs y (4355), No IPEDs ID				
CIP Code d	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or high-need and if so, the date assigned as such	Update
13.1202	Early Childhood Education	UG	Not Applicable	
13.0101	General Education (alternative programs providing pedagogy only)	PG	Not Applicable	
13.1206	Junior High/Middle School Education and Teaching	Both	Not Applicable	
13.1	Special Education	Both	Not Applicable	
13.1302	Teacher Education - Art	Both	Not Applicable	
13.1322	Teacher Education - Biology	Both	Not Applicable	
13.1323	Teacher Education - Business	Both	Not Applicable	
13.1324	Teacher Education - Chemistry	Both	Not Applicable	
13.1321	Teacher Education - Computer Science	UG	Not Applicable	
13.1325	Teacher Education - Drama and Dance	Both	Not Applicable	
13.1327	Teacher Education - Earth Science	Both	Not Applicable	

Idaho State University (4355), New IPEDS ID

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or high-demand, or both, and briefly describe how it is designated as such	Update
13.1401	Teacher Education - English as a Second Language	UG	Not Applicable	
13.1305	Teacher Education - English/Language Arts	Both	Not Applicable	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	Not Applicable	
13.1306	Teacher Education - Foreign Language	Both	Not Applicable	
13.1316	Teacher Education - General Science	Both	Not Applicable	
13.1307	Teacher Education - Health	Both	Not Applicable	
13.1328	Teacher Education - History	Both	Not Applicable	
13.1311	Teacher Education - Mathematics	Both	Not Applicable	
13.1312	Teacher Education - Music	Both	Not Applicable	
13.9999	Teacher Education - Other	Both	Not Applicable	
13.1314	Teacher Education - Physical Education and Coaching	Both	Not Applicable	
13.1320	Teacher Education - Physics	Both	Not Applicable	

Idaho State University (4355), No IPEDs ID

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1316	Teacher Education in Social Studies	Both	Not Applicable	

Idaho State University (4355), No IPEDs ID

Total number of teacher preparation programs:

35

Idaho State University - Alt (4355), No IPEDs ID

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1202	Elementary Education	Both	Not Applicable	
13.0101	General Education (alternative programs/programs providing pedagogy only)	Both	Not Applicable	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	Not Applicable	
13.1001	Special Education	Both	Not Applicable	
13.1302	Teacher Education in Art	Both	Not Applicable	
13.1322	Teacher Education in Biology	Both	Not Applicable	
13.1303	Teacher Education in Business	Both	Not Applicable	

Idaho State University - Alt (4355), No IPEDs ID

CIP Code	Teacher Preparation Programs	UG, GR, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1328	Teacher Education - Chemistry	Both	Not Applicable	
13.1324	Teacher Education - Drama and Dance	Both	Not Applicable	
13.1330	Teacher Education - Earth Science	Both	Not Applicable	
13.1401	Teacher Education - English as a Second Language	Both	Not Applicable	
13.1308	Teacher Education - French/Language Arts	Both	Not Applicable	
13.1309	Teacher Education - Family and Consumer Sciences/Home Economics	Both	Not Applicable	
13.1306	Teacher Education - Foreign Language	Both	Not Applicable	
13.1307	Teacher Education - Health	Both	Not Applicable	
13.1311	Teacher Education - Mathematics	Both	Not Applicable	
13.1312	Teacher Education - Music	Both	Not Applicable	
13.1399	Teacher Education - Other	Both	Not Applicable	
13.1314	Teacher Education - Physical Education and Coaching	Both	Not Applicable	

Idaho State University - Alt (4355), No IPEDs ID t				
CIP tCode t	Teacher Preparation Programs t	UG, PG, or Both t	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such t	Update
13.1323 t	Teacher Education-Early Childhood t	Both t	Not Applicable t	
13.1318 t	Teacher Education-Social Studies t	Both t	Not Applicable t	

Idaho State University - Alt (4355), No IPEDS ID t

Total number of teacher preparation programs: t

35

Lewis-Clark State College (4385), IPEDS ID: 142328 t				
CIP tCode t	Teacher Preparation Programs t	UG, PG, or Both t	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such t	Update
13.1202 t	Elementary Education t	Both t	Not Applicable t	
13.0101 t	General Education (alternative programs/programs providing pedagogy content) t	Both t	Not Applicable t	
13.1203 t	Junior High/Intermediate/Middle School Education and Teaching t	Both t	Not Applicable t	
13.1299 t	Special Education t	Both t	Not Applicable t	
13.1322 t	Teacher Education-Biology t	Both t	Not Applicable t	
13.1328 t	Teacher Education-Chemistry t	Both t	Not Applicable t	

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Lewis-Clark State College - Alt (4385), IPED ID: 142328				
IPC ode	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-enrollment, and designated as such	Update
13.1200	Early Childhood Education	PG	Not Applicable	
13.1202	Elementary Education	PG	Not Applicable	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	Not Applicable	
13.1	Special Education	PG	Not Applicable	
13.1302	Teacher Education, Art	PG	Not Applicable	
13.1302	Teacher Education, Biology	PG	Not Applicable	
13.1303	Teacher Education, Chemistry	PG	Not Applicable	
13.1302	Teacher Education, Computer Science	PG	Not Applicable	
13.1307	Teacher Education, Earth Science	PG	Not Applicable	
13.14	Teacher Education, English as a Second Language	PG	Not Applicable	
13.1306	Teacher Education, English Language Arts	PG	Not Applicable	

evtis-CLlarkLState CoLlegeL-LAlLt (43B5),LIPEDLSLIDtL142B2BLL				
CIP LCodeL L	TeachertEducationL-Prep arationL Programs L	UG, PG, orBoth L	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such L	UpdateL L
13L1306 L	TeachertEducationL-Foreign LanguageL	PG	Not ApplicableL L	
13L1316LL	TeachertEducationL-General ScienceLL	PGL L	Not ApplicableL L	
13L1307 L	TeachertEducationL-HealthLL	PG	Not ApplicableL L	
13L1328 L	TeachertEducationL- HistoryL L	PG	Not ApplicableL L	
13L1311 L	TeachertEducationL-MathematicsLL	PG	Not ApplicableL L	
13L1312LL	TeachertEducationL- MusicLL	PG	Not ApplicableL L	
13L999 L	TeachertEducationL-OthertLL	PG	Not ApplicableL L	
13L1314LL	TeachertEducation - Physical EducationLandL CoachingL	PG	Not ApplicableL L	
13L1329LL	TeachertEducationL-PhysicsL	PG L	Not ApplicableL L	
13L1315LL	TeachertEducationL-ReadingL	PG	Not ApplicableL L	
13L1318L	TeachertEducationL-SpecialLL StudiesL	PG	Not ApplicableL L	
13L1331L	TeachertEducationL- SpeechL	PG LL	Not ApplicableL L	

LewisLCLL L t teLCollegeL-LAlLt (43B5),LIPEDLLIDtL 42B2BLL

Total nu o t ach p pa ation p ogs a : z

23 z

Northwest Na arene University (4544), IPEDS ID: 142461 z

CIP Code z	Teacher Preparation Programs z	UG, PB, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such z	Update
13.1202 z	Elementary Education z	Both z	Not Applicable z	
13.1203 z	Junior High/Intermediate/Middle School Education and Teaching z	Both z	Not Applicable z	
13.1302 z	Teacher Education - Art z	Both z	Not Applicable z	
13.1322 z	Teacher Education - Biology z	Both z	Not Applicable z	
13.1328 z	Teacher Education - Chemistry z	Both z	Not Applicable z	
13.1321 z	Teacher Education - Computer Science z	Both z	Not Applicable z	
13.1305 z	Teacher Education - English Language Arts z	Both z	Not Applicable z	
13.1306 z	Teacher Education - Foreign Language z	Both z	Not Applicable z	
13.1316 z	Teacher Education - General Science z	Both z	Not Applicable z	
13.1307 z	Teacher Education - Health z	Both z	Not Applicable z	

Northwest Nazarene University (4544), IPEDS ID: 142461				
CIP Code	Teacher Preparation Program	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.0202	Teacher Education - History	Both	Not Applicable	
13.0206	Teacher Education - Mathematics	Both	Not Applicable	
13.0207	Teacher Education - Music	Both	Not Applicable	
13.0299	Teacher Education - Other	PG	Not Applicable	
13.0301	Teacher Education - Physical Education and Coaching	Both	Not Applicable	
13.0306	Teacher Education - Physics	Both	Not Applicable	
13.0308	Teacher Education - Social Studies	Both	Not Applicable	
13.0312	Teacher Education - Special	Both	Not Applicable	

Northwest Nazarene University (4544), IPEDS ID: 142461

Total number of teacher preparation programs:

18

Northwest Nazarene University- Adv (4544), IPEDS ID: 142461				
CIP Code	Teacher Preparation Program	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update

Northwest Nazarene University - Alt (4544), IPEDS ID: 142461				
CIP Code	Teacher Preparation Program	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and describe such	Update
13.1202	Elementary Education	Both	Not Applicable	
13.1203	Teacher Education - Biology	Both	Not Applicable	
13.1205	Teacher Education - English Language Arts	Both	Not Applicable	
13.1206	Teacher Education - General Science	Both	Not Applicable	
13.1207	Teacher Education - History	Both	Not Applicable	
13.1210	Teacher Education - Mathematics	Both	Not Applicable	
13.1211	Teacher Education - Social Studies	Both	Not Applicable	
13.1212	Teacher Education - Special Education	Both	Not Applicable	

Northwest Nazarene University - Alt (4544), IPEDS ID: 142461

Total number of teacher preparation programs:

8

Teach for America-Idaho (Title 2 Only) - Alt (4061), No IPEDs ID				
CIP Code	Teacher Preparation Program	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and describe such	Update

Teach fo me ca Idaho (T tle 2 Only) lt (4061), No IPE s I D				
CIP	Teacher Preparation Program	Undergraduate, Graduate, or Both	Indicate whether the program is designed for at-risk or low-performing and the date designated as such	Updated
13.1202	Elementary Education	PG	Not Applicable	
13.1001	Special Education	PG	Not Applicable	
13.1302	Teacher Education: Biology	PG	Not Applicable	
13.1303	Teacher Education: Chemistry	PG	Not Applicable	
13.1305	Teacher Education: Computer Science	PG	Not Applicable	
13.1307	Teacher Education: Earth Science	PG	Not Applicable	
13.1305	Teacher Education: English Language	PG	Not Applicable	
13.1306	Teacher Education: Foreign Language	PG	Not Applicable	
13.1308	Teacher Education: General Science	PG	Not Applicable	
13.1309	Teacher Education: History	PG	Not Applicable	
13.1311	Teacher Education: Mathematics	PG	Not Applicable	
13.1312	Teacher Education: Physics	PG	Not Applicable	

Teach For America-Idaho (Title 2 Only) - Alt (4061), No IPEDS ID				
CIP Code	Teacher Preparation Program	UG, PG, or Both	Indicate whether the program is at-risk or low-performing and the date designated as such	Update
13.1330	Teacher Education: Social Studies	PG	Not Applicable	

Teach for America-Idaho (Title 2 Only) - Alt (4061), No IPEDS ID

Total number of teacher preparation programs:

12

The College of Idaho (4060), No IPEDS ID				
CIP Code	Teacher Preparation Program	UG, PG, or Both	Indicate whether the program is at-risk or low-performing and the date designated as such	Update
13.1202	Elementary Education	PG	Not Applicable	
13.1322	Teacher Education: Biology	PG	Not Applicable	
13.1305	Teacher Education-English Language Arts	PG	Not Applicable	
13.1330	Teacher Education: History	PG	Not Applicable	
13.1311	Teacher Education-Mathematics	PG	Not Applicable	
13.1322	Teacher Education: Music	PG	Not Applicable	

The College of Idaho (4060), No IPEDS ID

Total number of teacher preparation programs:

6 d

Universi Idah (4843), N oIPEDs ID				
CIP Code d	Teacher Preparation Program	UG, PG, or Both	Indicate whether this program is classified as at-risk or low-performing, and if so, date of designation as such	Update
13.1202 d	Elementary Education	UG	Not Applicable	
13.1203 d	Elementary Education	UG	Not Applicable	
13.1205 d	Special Education	Both	Not Applicable	
13.1206 d	Teacher Education Agriculture	UG	Not Applicable	
13.1207 d	Teacher Education Art	UG	Not Applicable	
13.1208 d	Teacher Education Business	UG	Not Applicable	
13.1209 d	Teacher Education Health	UG	Not Applicable	
13.1210 d	Teacher Education Technology	UG	Not Applicable	
13.1211 d	Teacher Education Family and Consumer Sciences	UG	Not Applicable	
13.1212 d	Teacher Education Industrial	UG	Not Applicable	
13.1299 d	Teacher Education Specialized	UG	Not Applicable	
13.1301 d	Teacher Education English	UG	Not Applicable	
13.1302 d	Teacher Education Foreign Language	UG	Not Applicable	
13.1303 d	Teacher Education Mathematics	UG	Not Applicable	
13.1305 d	Teacher Education Science	UG	Not Applicable	
13.1307 d	Teacher Education Social Science	UG	Not Applicable	
13.1308 d	Teacher Education Visual and Performing Arts	UG	Not Applicable	
13.1309 d	Teacher Education Computer Science	UG	Not Applicable	

University of Idaho (4843), No IPEDS UID

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1306	Teacher Education - Family and Consumer Sciences/Home Economics	UG	Not Applicable	
13.1309	Teacher Education - Foreign Language	UG	Not Applicable	
13.1307	Teacher Education - Health	UG	Not Applicable	
13.1308	Teacher Education - History	UG	Not Applicable	
13.1311	Teacher Education - Mathematics	UG	Not Applicable	
13.1312	Teacher Education - Music	UG	Not Applicable	
13.9999	Teacher Education - Other	Both	Not Applicable	
13.1314	Teacher Education - Physical Education and Coaching	Both	Not Applicable	
13.1309	Teacher Education - Physics	UG	Not Applicable	
13.1318	Teacher Education - Social Studies	UG	Not Applicable	
13.1306	Teacher Education - Technology/Industrial Arts	UG	Not Applicable	

University of Idaho (4843), No IPEDS UID

Total number of teacher preparation programs:

22

SECTION I O M INFO MATION

Traditional Undergraduate Entry/E it and GPA Requirements x

Traditional Undergraduate Entry/E it Requirements x

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. (§205(b)(1)(G)(i))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

>> Go to Traditional Undergraduate GPA Requirements x

Boise State University (4018)

Are there initial teacher certification programs at the undergraduate level?	Yes x

Boise State University (4018)		
Element	Admission	Completion
Transcript x	Yes	Yes
Fingerprint check	Yes	No
Background check x	Yes	No
Minimum number of courses or credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area academic content test or other subject matter verification x	Yes x	Yes
Recommendation(s)	Yes x	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other: Specify: Meet "Basic" on the Idaho Framework for Teaching Evaluation x	No	Yes

Brigham Young University Idaho (4046) x

Are there any initiator alternative programs to the undergraduate level?	Yes

Brigham Young University Idaho (4657)		
Elements	Admissions	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of course credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	Yes
Other (Specify) Must "Basic" on the Idaho Framework for Teaching Evaluation	No	Yes

Idaho State University (4355)

Are there any initiator alternative programs to the undergraduate level?	Yes

Idaho State University (4355)		
Elements	Admissions	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of course credits/semester hours completed	Yes	Yes

Idaho State University (4355)		
Element	Admission	Completion
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify Meet "Basic" on the Idaho Framework for Teaching Evaluation	No	Yes

Lewis Clark State College (4385)

Are there institutional or program requirements at the undergraduate level?	Yes

Lewis-Clark State College (4385)		
Element	Admission	Completion
Transcript	No	Yes
Fingerprint check	No	Yes
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No

Lewis-Clark State College (4385)		
Elements	Admissions	Completions
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essays or personal statements	Yes	No
Interview	Yes	Yes
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluations	No	Yes

Northwest Nazarene University (4544)

Are there initial teacher certification programs at the undergraduate level?	Yes

Northwest Nazarene University (4544)		
Elements	Admissions	Completions
Transcripts	Yes	Yes
Fingerprint checks	No	Yes
Background checks	No	Yes
Minimum number of courses/credits/semesters hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	Yes
Minimum SAT score	No	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essays or personal statements	Yes	Yes
Interview	Yes	Yes
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluations	No	Yes

The o ege o Idaho (060)

Are there initi te her erti i ti n pr gr ms t the undergr du te l eve ?	No l

University of Idaho (4843)

Are there initi te her erti i ti n pr gr ms t the undergr du te l eve ?	Yes l

University of Idaho (4843)		
Elèmerit	Admission l	Cdmpletidn l
Trdnscriptl	Nd	Yels
Fingerprint/background check	Yes	Yes
Background check l	Yels	Yes
Minimum number of courses/credits/semesters hours completed l	Yels l	Yels l
Minimum GPA l	Yes	Yes
Minimum GPA in content area courses/work l	Yes	Yes
Minimum GPA in professional education courses/work l	Yels l	Yels
Minimum ACT score	Yes	Yes
Minimum SAT score l	Yels	Yes
Minimum basic skills test score	Nd	Yes
Subject area/academic content test or other subject matter verification	Nd	Yels l
Recommendation(s) l	Yes	Yes
Essay/personal statement	Yels	Yes
Interview l	Yels	Yes
Other Specify l Met "Basic" on the Idaho Framework for Teaching Evaluation	Nd	Yels l

Traditiona Undergraduate GPA Requirements

F r e h tr diti n pr gr m isted be w, enter the minimum GPA required r dmissi n int the te her prep r ti n pr gr m, nd the minimum GPA required t mp ete the pr gr m. l n pr gr ms re isted, y u d n t h ve ny tr diti n pr gr ms t the undergr du te eve nd n l dditi n ti n is required.

Include all educator credentials including initial, emergency, temporary, provisional, permanent, professional and master educator licenses as well as any credentials given specifically to those principals and counselors for principals, administrators, social workers, audience counselors, speech/language pathologists or any other school support personnel. (§20 (b)(1)(A))

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion
Boise State University (4055)	Yes	3	Yes	3
Brigham Young University-Idaho (4657)	Yes	2.5	Yes	2
Idaho State University (4355)	Yes	3	Yes	3
Lewis-Clark State College (4385)	Yes	3	Yes	3
Northwest Nazarene University (4544)	Yes	3	Yes	3
University of Idaho (4855)	Yes	2.75	Yes	2.75

SECTION I O M INFO MATION

Traditional Postgraduate Entry Exit and GPA Requirements

Traditional Postgraduate Entry Exit Requirements

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. (§205(b)(1)(G)(i))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

>> Go to Traditional Postgraduate GPA Requirements

Boise State University (4018)

Are there initial teacher certification programs at the postgraduate level?	Yes

Boise State University (4018)

Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area/coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay/or personal statement	Yes	No
Interview	Yes	No
Other (Specify) Met "Basic" on the Idaho Framework for Teaching Evaluation	No	Yes

Brigham Young University Idaho (4165)

Are there any institutional requirements that are in addition to the SBOE policy requirements?	No

Idaho State University (4355)

Are there any institutional requirements that are in addition to the SBOE policy requirements?	Yes

Idaho State University (4355)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area courses	No	Yes
Minimum GPA in professional education courses	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essays or personal statement	Yes	Yes
Interview	Yes	No
Other: Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation	No	Yes

Lewis-Clark State College (4385)

Are there any institutional requirements that are in addition to the SBOE policy requirements?	Yes

Lewis-Clark State College (4385)		
Element	Admission	Completion
Transcript	Yes	Yes

Lewis-Clark State College (4385)

Elements	Admissions	Completions
Fingerprint check	No	Yes
Background check	Yes	No
Minimum number of courses/credits/semesters hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area courses/work	Yes	Yes
Minimum GPA in professional education courses/work	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essays or personal statements	Yes	No
Interview	Yes	Yes
Other: Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation	No	Yes

Northwest Nazarene University (4544)

Are there initial teacher certification programs at the postsecondary institution?	Yes

Northwest Nazarene University (4544)

Elements	Admissions	Completions
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semesters hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area courses/work	Yes	Yes
Minimum GPA in professional education courses/work	Yes	Yes

Northwest Nazarene University (4544)		
Element	Admission	Completion
Minimum ACT score	No	Yes
Minimum SAT score	No	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay for personal statement	Yes	Yes
Interview	Yes	Yes
Other Specify Must "Basic" on the Idaho Framework for Teaching Evaluation	No	Yes

The College of Idaho (4040)

Are there additional requirements for admission to the postsecondary educational evel?	Yes

The College of Idaho (4060)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area of coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay for personal statement	Yes	No

The College of Idaho (4060)		
Element	Admission	Completion
Interview	No	No
Other Specify Met "Basic" on the Idaho Framework for Teacher Preparation Evaluation	Not	Yes

University of Idaho (4848)

Are there any institutional or program requirements that are not listed above?	Yes

University of Idaho (4843)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semesters hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Not	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other Specify Met "Basic" on the Idaho Framework for Teacher Preparation Evaluation	No	Yes

Traditional Postgraduate GPA Requirements

For each ra o a program s e be ow, e er he mi mum GPA requ re for a miss o o he eacher prepara o program, a he mi mum GPA requ re o comp e e he program. If o programs are s e , you o o have a y ra o a programs a he pos gra ua e eve a o a o a ac o s requ re .

I clude all teachi g crede tials i cludi g i itial, emerge cy, temporary, provisio al, perma e t, profession al a d master teacher lice ses as well as a y crede tials give specifically to those participati g i or completi g alter ative routes to certificatio or lice sure. Do ot i clude crede tials for pri cipals, admi istrators, social workers, guida ce cou selors, speech/la guage pathologists or a y other school support perso el. (**§205(b)(1)(A)**)

Program	Is Minimum GPA Required for Admission? n	Minimum GPA Required for Admission	Is Minimum GPA Required for n Completion? n	Minimum GPA Required for Completion
Boise S a e iversi y (4 18)	Yes	3	Yes	3
Idaho S a e U iversity (4355) n	Yes	3	Yes	3
Lewis-Clark State College (4385)	Yes	3	Yes	3
Northwest Nazare e University (4544) nn	Yesn	3 n	Yesn	3
The College of Idaho (4060) n	Yes	2.75 n	Yes	2.875
U niversity of Idaho (4843) nn	Yesnn	3 n	Yesnn	3

SECTION I O M INFO MATION

Alternative Undergraduate Entry/E it and GPA Requirements

Alternative Undergraduate Entry/E it Requirements

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. (§205(b)(1)(G)(i))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

>> Go to Alternative Undergraduate GPA Requirements

ABCTE - Idaho (Title 2 Only) - Alt (1451)

Are there initial teacher certification programs at the undergraduate level?	No x

Boise State University - Alt (4018)

Are there initial teacher certification programs at the undergraduate level?	No x

College of Southern Idaho - Alt (2909)

Are there initial teacher certification programs at the undergraduate level?	No x

Idaho State University - Alt (4355)

Are there initial teacher certification programs at the undergraduate level?	Yes x

Idaho State University - Alt (4355) x		
Element	Admission	Completion
Transcript x	Yes	Yes
Fingerprint check	No x	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes x	Yes x
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes x	Yes x
Minimum ACT score	No x	No x

Idaho State University - Alt (4355)		
Element	Admission	Completion
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	Yes
Interview	No	Yes
Other Specify:	Data not reported	Data not reported

Lewis Clark State College Alt (4385)

Are there initiate teacher certification programs at the undergraduate level?	No

Northwest Nazarene University Alt (4544)

Are there initiate teacher certification programs at the undergraduate level?	Yes

Northwest Nazarene University - Alt (4544)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum AGT score	No	Yes
Minimum SAT score	No	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes

Northwest Nazarene University - Alt (4544)		
Element	Admission	Completion
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other: Specify: Disposition Rating	Yes	Yes

Teach for mer ca-Idah (T le 2 Only) - l (4061)

Are there initi te her erti i ti n pr gr ms t the undergr du te eve ?	No

lternative Undergraduate GP Requirements

F r e h tern tive pr gr m isted be w, enter the minimum GPA required r dmissi n int the te her prep r ti n pr gr m, nd the minimum GPA required t mp ete the pr gr m. l n pr gr ms re isted, y u d n t h ve ny tern tive pr gr ms t the undergr du te eve nd n dditi n ti n is required.

Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(A))

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion
Idaho State University - (4038)	Yes	3	Yes	3
Northwest Nazarene University (4544)	Yes	3	Yes	3

SECTION I O M INFO MATION

Alternative Postgraduate Entr /Exit and GPA Requirements

Alternative Postgraduate Entr /Exit Requirements y

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. (§205(b)(1)(G)(i))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

>> Go to Alternative Postgraduate GPA Requirements

ABCTE - Idaho (Title 2 Onl) - Alt (1451)

Are there initial teacher certification programs at the postgraduate level?	Yes

ABCTE - Idaho (Title 2 Only) - Alt (1451)		
Element	Admission	Completion
Train ing	No	Yes
ing ing chery	No	No
Background chery	No	Yes
Minimum number of course credits/ semester hours completed	No	No
Minimum GPA	No	No
Minimum GPA in content area courses	No	No
Minimum GPA in professional education courses	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area academic competency or other subject matter verification	No	Yes
Recommendations	No	No
Essay or personal statement	No	Yes
Interview	No	No
Other Specify	No	No

Boise State University - Alt (4xx)

Are there any institutional agreements for graduate level programs?	Yes

Boise State University (4018)		
Elements	Admissions	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of course credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other: Specify: District initiated letter of Authorization to hire a teacher of record with an education plan	Yes	Yes

College of Southern Idaho (2009)

Are there any institutional agreements for graduate level programs?	Yes

College of Southern Idaho (2009)		
Elements	Admissions	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of course credits/semester hours completed	Yes	Yes

College of Southern Idaho-Alt (2909)		
Element	Admission	Completion
Minimum GPA	No	No
Minimum GPA in content area coursework	None	No
Minimum GPA in professional education coursework	None	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	None	No
Subject area academic content test or other subject matter verification	None	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	None
Interview	No	Yes
Other - Specify: Mentor Recommendation	None	Yes

Idaho State University-Alt (4355)

Are there initial certification programs that require graduate level?	Yes

Idaho State University - Alt (4355)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	None	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	None	No
Minimum basic skills test score	None	None

Idaho State University - Alt (4355)		
Element	Admission	Completion
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other (Specify):	No	No

Lewis Clark State College - Alt (4385)

Are there initial teacher certification programs at the postgraduate level?	Yes

Lewis-Clark State College - Alt (4385)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
Other (Specify): Candidates must be limited as a teacher of record	Yes	Yes

Northwest Nazarene University - Alt (4544)

Are there initial teacher certification programs at the postgraduate level?	Yes

Northwest Nazarene University - Alt (4544)		
Elements	Admissions	Completions
Transcripts	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of course credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	Yes
Minimum SAT score	No	Yes
Minimum basic skills test score	No	Yes
Subject area basic content test or other subject matter verifications	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other: Specify: Dispositions Ratings	Yes	Yes

Teach for America-Idaho (Title 2 Only) - Alt (4061)

Are there initial teacher certification programs at the postgraduate level?	Yes

Teach for America-Idaho (Title 2 Only) - Alt (4061)		
Elements	Admissions	Completions
Transcripts	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of course credits/semester hours completed	Yes	Yes

Teach for America-Idaho (Title 2 Only) - Alt (4061)

Element	Admission	Completion
Minimum GPA	Yes	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other - Specify:	No	No

Alternative Undergraduate GPA Requirement

For each alternative program listed below, enter the minimum GPA required for admission to the teacher preparation program, and the minimum GPA required to complete the program. If no programs are listed, you do not have any alternative programs at the postgraduate level and no additional action is required.

Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(A))

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion
ABCTE - Idaho (Title 2 Only) - Alt (4062)	No		No	
Boise State University - Alt (4078)	Yes	3	Yes	3
College of Southern Idaho - Alt (2909)	No		No	
Idaho State University - Alt (4356)	Yes	3	Yes	3
Lewis-Clark State College - Alt (4385)	No		No	
Northwest Nazarene University - Alt (4544)	Yes	3	Yes	3
Teach for America-Idaho (Title 2 Only) - Alt (4061)	Yes	2.5	No	

SECTION I O M INFO MATION

Supervised Clinical Experience

P o ide the following info mation about supe ised clinical expe ience fo each teache p epa ation p o ide , as applicable. (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

u l-time Eq i le t Faculty

Fac lty Supervising Clinical Experience

Adjunct Faculty Supervising Clinic l Ex e ience

- Cooperating Tea hers/PreK-12 Sta f Supervising Clinical Experience
- Supervised Clinical Experience

Note: Thi ecti n i prel aded fr m In tituti n and Pr gram Rep rt Card (IPRC) data.

ro rams with student teachin models most traditional pro rams) P

Program	Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours required for student teaching
i e		
		0
l e		
Id h		0
e		0
Lewi		0
e l		
r az		
T		
l		
3		

in ich ndidates are the

Program	Number of ock h urs of supervised clinical x e ience requi ed rior to teaching as the teacher o in ss m	Number of years required for teaching as the teacher o record in a classroom

g am x	Numbe f cl ck h u s f supe vised clinical e pe ience equi ed xp ix xt x teaching as the teache x fx ec xd in a class x m x	Numbe f yea s equi ed f teaching as the teache f ec xd in a class x m x
ABCTE x Idaho (Title 2 Only) - Alt (14651)		
Boise State University (4018)		
Boise State University - Alt (4018) xx		
Brigham Young University Idaho (4657) xx		
College of Southern Idaho - Alt (2909) xx	0 x	2
Idaho State University (4355) x		
Idaho State University - Alt (4355) x	480 xx	0
Lewis-Clark State College (4385)		
Lewis-Clark State College - Alt (4385) x	0 x	1
Northwest Nazarene University (4544)		
Northwest Nazarene University - Alt (4544) x	125 x	1
Teach for America Idaho (Title 2 Only) - Alt (40641)	237 x	2
The College of Idaho (4060) x		
University of Idaho (4843) xx	80 x	1

Alt Program x

g am x	Numbe f full-time equivalent faculty supe vising clinical e pe ience du ing this academic yea x (IHE staff)	Numbe f adjunct faculty supe vising clinical e pe ience du ing this academic yea x (IHE staff)	Numbe f c pe ating teache s/K- 12 staff supe vising clinical e pe ience du ing this academic yea	Numbe f students in supe vised clinical e pe ience du ing this academic yea x
ABCTE x Idaho (Title 2 Only) - Alt (14651)	0 x	0 x	0 x	0
Boise State University (4018) xx	16 xx	27 xx	345 xx	289
Boise State University - Alt (4018) xx	2 x	0 x	9 x	9
Brigham Young University Idaho (4657) x	35 xx	82 xx	680 x	767
College of Southern Idaho - Alt (2909) xx	0 x	0 x	0 x	0
Idaho State University (4355) x	2 x	17 xx	53	45 x
Idaho State University - Alt (4355) x	2 x	12 xx	25 xx	32 x
Lewis-Clark State College (4385) xx	8 x	8 x	77 x	65 x

Program	Number of full-time equivalent faculty supporting clinical experiences during this academic year (FTE data)	Number of adjunct faculty supporting clinical experiences during this academic year (FTE data)	Number of cooperating teachers/K-12 staff supporting clinical experiences during this academic year	Number of students in supervised clinical experiences during this academic year
Lewis-Clark State College - Albion (43885)	1	0	0	0
Northwest Nazarene University (45444)	6	0	267	125
Northwest Nazarene University - Albion (45444)	6	0	24	11
Teach for America-Idaho (Title II Only) - Albion (40631)	1.75	1	8	120
The College of Idaho (40060)	0.5	2	4	7
University of Idaho (48443)	7	32	231	124

SECTION I O M INFO MATION

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(b)(1)(G)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. b

- Enrolled Student
- Program Completer

Note: T s sec on s preloaded from ns u on and Program Repor Card (PRC) da a

Total State Enrollment b

Total enro led	Subset of program completers
3850	1046

Total Enrollment y Program

Program	Total enrolled b	Subset of program completers b
ABCTE - Idaho (Title II Only) - Alt (1451) b	623	197
Boise State University (0136) b	6 b	20 b
Boise State University - Alt (4016) b	16 b	9
Brigham Young University Idaho (4657) b	113 b	310
College of Southern Idaho - Alt (2989) b	23 b	62
Idaho State University (4355) b	331	45 b
Idaho State University - Alt (4355) b	53 b	32
Lewis-Clark State College (4385) b	31 b	42
Lewis-Clark State College - Alt (4385) b	36	13
Northwest Nazarene University (4444) b	95 b	33 b
Northwest Nazarene University - Alt (4444) b	11	9
Teach For America - Idaho (Title II Only) - Alt (4061)	20 b	8
The College of Idaho (4063) b	17	7
University of Idaho (4443) b	27 b	78 b

SECTION I O M INFO MATION

Enrollment: Gender

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the I subset of individuals enrolled who also completed the program during the academic year. (§205(b)(1)(G)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. I

- Enrolled Student
- Program Completer

Note: Th s sect on s preloaded from Inst tut on and Program Report Card (IPRC) data

ABC E - da o (itle 2 Onl) - Alt (1451) I

Gender	Total Enrolled I	Subset of Program Completers
Male II	16	6
Female	74 I	30 I
Non-Binary/Other	0 I	0
Not Gender Reported I	53 I	16 I
Total I I	62 I I	19 I

Boise State Universit (4018) I I

Gender	Total Enrolled I	Subset of Program Completers II
Male II	153 I	41
Female	54 I	16
Non-Binary/Other	0	0
Not Gender Reported I	0	0 I
Total I I	69 I I	201 I

Boise State Universit - Alt (4018) I I

Gender	Total Enrolled I	Subset of Program Completers I
Male II	0	0
Female	16	9
Non-Binary/Other I	0	0
Total I	16	9 I

n A	T Aa	a

n Ae A	T Aa A Ar AAe A	ubAAAAAPMAra A t A
	1 A	

n e A	T ta nr e A	ubset APr ra t
NoAA		

NoAA		0

Gender	Total Enrolled	Subset of Program Completers
Male	11	4
Female	42	28
Non-Binary/Other	0	0
No Gender Reported	0	0
Total	53	32

Lewis-Clark State College (4385)

Gender	Total Enrolled	Subset of Program Completers
Male	67	10
Female	246	32
Non-Binary/Other	0	0
No Gender Reported	0	0
Total	316	42

Lewis-Clark State College - Alt (4385)

Gender	Total Enrolled	Subset of Program Completers
Male	6	4
Female	30	9
Non-Binary/Other	0	0
No Gender Reported	0	0
Total	36	13

Northwest Nazarene University (4544)

Gender	Total Enrolled	Subset of Program Completers
Male	23	8
Female	72	25
Non-Binary/Other	0	0
No Gender Reported	0	0
Total	95	33

Northwest N a re e iversity - Alt (4544) 0

Gender	Total Enrolled 0	Subset of Program Completers 0
Male	2	2
Female 0	9	7
Non-Binary/Other 0	0	0
No Gender Reported 0	0 0	0 0
Total 0	11 0	9

Te ch for Americ -Id ho (Title O nly) - Alt (4 6) 0

Gender 0	Total Enrolled 0	Subset of Program Completers 0
Male	6 0	2
Female 0	14 0	6
Non-Binary/Other 0	0 0	0
No Gender Reported 0	0 0	0
Total 0	20 0	8 0

The College of Id ho (4 6) 0

Gender 0	Total Enrolled 0	Subset of Program Completers
Male 0	7 0	3
Female 0	10 0	4
Non-Binary/Other 0	0	0
No Gender Reported 0	0 0	0
Total 0	17 0	7 0

iversity of Id ho (4843)

Gender 0	Total Enrolled 0	Subset of Program Completers
Male 0	71	15
Female 0	20 0	63
Non-Binary/Other 0	0 0	0
No Gender Reported 0	0	0 0
Total 0	27 0	78 0

SECTION I O M INFO MATION

Enrollment: Race/Ethnicity

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(b)(1)(G)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Note: This section is pre oaded from Institution and Program Report Card (IPRC) data

B TE - Idaho T tle 2 Only) - lt 1451)

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	0
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	68	26
Two or more races	2	2
Not reported	549	168
Total	623	197

Bo se State Un vers ty 4018)

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	0
Asian	10	4
Black or African American	7	3
Hispanic/Latino of any race	91	23
Native Hawaiian or Other Pacific Islander	1	1
White	551	159
Two or more races	25	6
Not reported	9	5
Total	696	203

Boise St te i e sity - Alt (4018) 5

Race/Eth5icity	Total Enrolled 5	Subset of Program Completers 5
American Indian or Alaska Native	0	0
As5a5n	0	0
Bl5ck or5Af5ican55Am5erican	0 5	0
Hi5p55ni5/5a5in555f any55ac55	0	0
Na55e5Ha5aiian55r5Other P5c55c Isla5555	0 5	0
White 5	155	9
Tw5o or5m5r5 ra55	1	0
No5R55555555i5y 55p555ed55	0 5	0
To5al 5	16 5	9

B igh m You g i e sity I ho (46 7) 5

Race/Eth5icity55	Total Enrolled55	Subs5t of Program Completers 5
American Indian or Alaska Native	1 5	1
As5a5n	22	7
Black or5Af5ican55America5n	2 5	0
Hi5p55ni5/La555555f any55ac55	1365	335
Na55e5Ha5aiian55r5Other P5c55c Isla5555	0 5	0
White	93455	261
Two or5m5r5 ra55	28 5	8
No5R55555555i5y 55p555ed55	8	0
To5al 5	113555	315 5

ollege of Southe I ho - Alt (2909) 5

Race/Eth5icity5	Total Enrolled 5	Subset of Program Completers 5
American Indian or Alaska Native	1 5	1
As5a5n	1	0 5
Black or5Af5ican55Am5erican	0 5	0
To55l 5	2355	625

Race/Et nicity	Total Enrolledh	Subset of Program Completers h
Hisplamic/Latinchof anyhracle h	12	2
NativeHawaiianhorOthen Pacific Islanderhh	0 h	0
White h	110hh	44h
Two orhmorera racesh	3	0
NonRacal/Ethnicity Reportedh	109h	15
Totah h	**236hh**	**62hh**

Idaho Stat rs ty (4355) h

Race/Eth nicity h	Total Enrolledh	Subset of Programh Completers h
AmericahHl dia hor Alaska Native	1	0
Ashianh	3	1
BlackhorAfricanhAmericanh	1 h	0
Hisplamic/Latinchof anyracehh	7	3
NativeHawaiianhorOthen Pacific Islanderhh	0	0
White	130	37
Two orhmorera racesh	3 h	1
NonRacal/Ethnicity Reportedh	186h	3
Totah h	**331h**	**45hh**

Idaho Stat rs ty - Alt (4355) h

Race/Eth nicity h	Total Enrolledh	Subset of Programh Completers
AmericahHl dia hor Alaska Native h	1	0
Ashianh	1	1
BlackhorAfricanhAmericanhh	0 h	0
Hisplamic/Latinchof anyracehh	7	4
NativeHawaiianhorOthen Pacific Islanderhh	0 h	0
White h	37h	26h
Two orhmorera racesh	2 h	1
NonRacal/Ethnicity Reportedh	5	0
Totah hh	**53 h**	**32hh**

Lewis-Cl t te College (4385) a

R ce/Ethnicity	Totala Enrolled a	Subset of Program Completers a
American Indian or Alaska Native	3	0
Asian a	1	0
Black ora Afaicana American	1 a	0
Hispaaic/Latiaca of aay aca a	28	4
Nativea Hawaiiaa ora Other Pacific Islaaa a	0 a	0
White a	260a	34
Two oraaa ca a	14 a	3
Noa Racea Ethaicity Reporta a	6	1
Totala a	313a	42aa

Lewis-Cl t te College - Alt (4385) a

R ce/Ethnicity a	Totala Enrolla a	Subset of Program Completers
American Indian or Alaska Native a	1	0
Asiaa	0	0
Black ora Afaicana American	2 a	0
Hispaaic/Latiaca of aay aca a	1 a	0
Nativea Hawaiiaa ora Other Pacific Islaaa a	0 a	0
White	32 a	13
Two oraaa ca a	0	0
Noa Racea Ethaicity Reporta a	0 a	0
Totala a	36aa	13a

No thwest N z ene Unive sit (4544) a

R ce/Ethnicity a	Totala Enrolla a	Subset of Program Completers
American Indian or Alaska Native a	2	1
Asiaa	0	0
Black ora Afaicana American	1 a	0
Hispaaic/Latiaca of aay aca a	0 a	0
Totala a	95aa	33aa

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Native Hawaiian or Other Pacific Islander	0	0
White	84	32
Two or more races	7	0
Not Reported/Unknown	1	0
Total	95	33

Northwest Nazarene University - Alt (4544)

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	10	8
Two or more races	1	1
Not Reported/Unknown	0	0
Total	11	9

Teach for America-Idaho (Title Only) - Alt (4546)

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2	1
Hispanic/Latino of any race	3	2
Native Hawaiian or Other Pacific Islander	0	0
White	15	5
Two or more races	0	0
Not Reported/Unknown	0	0
Total	20	8

The College o ho 4060) /

Race Ethnicity	Total Enrolled /	Subset of Program Completers /
Amerídan Indian or Alåska Native /	0	0
Asían /	0	0
Blåck or/Afrícan/ Americah	0	0
Hispánic/Latíno/ of/any/ race	1	0 /
Native/ Hawaiian/ or/Othe r/Pacífic Islánder /	0 /	0
White /	15	7
Two or/móre/ráces /	1	0
No/ Race/Ethnícity Repórted	0	0
Totál /	17 /	7 /

University o ho 4843) /

Race Ethnicity /	Total Enrolled/ /	Subset of Program Completers
Amerídan Indian or Alåska Native/ /	2	1
Asían /	4	1
Blåck or/Afrícan/ Americah	2 /	0
Hispánic/Latíno/ of any/ race	9 /	2
Native/ Hawaiian/ or/Othe r/Pacífic Islánder / /	1 /	0
White	254	74/
Two or/móre/ráces /	0	0
No/ Race/Ethnícity Repórted	0	0
Totál /	272/ /	78/ /

SECTION I O M INFO MATION

Teachers Prepared by Area of Crede tial

Provide the number of program completers by area of credential for each teacher preparation provider. (§205(b)(1)(H)(i))

Note: States enter the data in this section of the report each year. Please select Update to confirm.

ABCTE - Idaho (Title 2 Only) - Alt (1451)		
Area of credential	Number prepared	Update
Alt r ati Authorizatio - Con t t Sp cialist	2	
Non-Traditional Route to Teacher Certification	123	

Boise State University (4018)		
Area of credential	Number prepared	Update
Sta dard I structio al C rtificate	217	

Boise State University - Alt (4018)		
Area of credential	Number prepared	Update
Alt r ati Authorizatio - Con t t Sp cialist	2	

Brigham Young University Idaho (4657)		
Area of credential	Number prepared	Update
Alt r ati Authorizatio - Co t t Sp cialist	49	
Occupational Specialist Certificate	4	
Standard Instructional Certificate	259	

College of Southern Idaho - Alt (2909)		
Area of credential	Number prepared	Update
Alt r ati Authorizatio - Con t t Sp cialist	2	
Non-Traditional Route to Teacher Certification	106	

Idaho Stat rs ty (4355) i		
Area of credent al	Number prepared i	Update
Occ pa ional Spiecialis Cer ifica e	2	
Standard Instructional Certificate i	41	

Idaho Stat i rs ty - Alt (4355) i		
Area of credential	Number prepared i	Update
Al erna ive A i horizaiion - Con en Specialistii	38	

L w is-Clark Stat Coll g (4385) i		
Area of credential	Number prepared	Update
S andard Ins r c ional Cer ifica e i	41	

L w is-Clark Stat Coll g - Alt (4385) i		
Area of credent al	Number prepared i	Update
Al erna ive A i horizaiioni - Coni en Specialist i	9	
Noni-Tradi ional Route to Teacher Certificationi i	12	

Northw est Nazar i i rs ty (4544)		
Area of credential	Number prepared	Update
S andard Ins r c ional Cer ifica e i	37	

Northw est Nazar i i rs ty - Alt (4544)		
Area of credential	Number prepared	Update
Al erna ive A horizaiioni - Coni en Speciali sti	4 i	

T ach for Amer ca-Idaho (T tl 2 O rly) - Alt (4061)		
Area of credential	Number prepared	Update
Noni-Tradi ional Ro i e o Teacher Cer ifica ioni i	10 i	

The College mmhom 4060) mm		
Area of credential m	mum er prepared m	Update m
Alm ntiv mA th oriz tion m Comm Spoi rison	4 m	
Stam dm Instructionsh Certificatem	6 mm	

University m mhom 4843) mm		
Area of credential m	mum er prepared m	Update m
Alm ntiv mA th oriz tion m Comm Spoi rison	4 mm	
Occ pational Specialist Certificatem	6 m	
Stam dm Instructionsh Certificatem	80mm	

SECTION I O M INFO MATION

Teachers Prepared by Subject rea

Provide the number of program completers by subject area for each teacher preparation provider. “Subject area" refers to the subject area category in which the program completer is prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H)(iii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

Academic Major

Not : This s ctio is p load d f om stitutio a d P og am R po t Ca d (PRC) data.

ABCTE -Idaho (Title 2 Only) - Alt (1451)		
CIP Code	Subject area	Number prepared
Do participants earn a degree upon completion of the program? ○ Yes ● No		
Not teacher as prepared by subject area		
13.9999	Education, Other Specialty:	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1322	Teacher Education - Biology	11
13.1308	Teacher Education- Business	
13.1323	Teacher Education - Chemistry	2
13.1321	Teacher Education - Computer Science	
13.1399	Teacher Education, Driver and Safety	
13.1210	Teacher Education - Early Childhood Education	
13.1330	Teacher Education - Earth Science	
13.1202	Teacher Education - Elementary Education	130
13.1401	Teacher Education, English as a Second Language	
13.1305	Teacher Education - English Language Arts	18
13.1309	Teacher Education, Health and Physical Education	
13.1306	Teacher Education - Foreign Language	
13.1308	Teacher Education- Health	

Abilene State University (Title 2 Only) - AIG 1251)		
CIP Code	Subject Area	Number Prepared
13.1328	Teacher Education - History	11
13.1329	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	
13.1334	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physics	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education	8
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.10	Teacher Education - Special Education	51
13.1331	Teacher Education - Speech	
13.1399	Teacher Education - Technology Teacher Education	
13.1320	Teacher Education - Trade and Industrial	

Baylor University (Title 2 Only - AIG 4918)		
CIP Code	Subject Area	Number Prepared
13.9999	Education, Other	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	5
13.1322	Teacher Education - Biology	10
13.1303	Teacher Education - Business	0
13.1323	Teacher Education - Chemistry	2
13.1325	Teacher Education - Computer Science	1
13.1308	Teacher Education, Family and Consumer Science	2
13.1210	Teacher Education - Early Childhood Education	8
13.1330	Teacher Education - Health Science	3

Boise State University (4018)		
CIP Code	Subject area	Number prepared
13.1202	Teacher Education - Elementary Education	102
13.1401	Teacher Education - English as a Second Language	10
13.1305	Teacher Education - English Language Arts	25
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	15
13.1328	Teacher Education - History	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	36
13.1311	Teacher Education - Mathematics	32
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	10
13.1329	Teacher Education - Physics	3
13.1315	Teacher Education - Reading	41
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	9
13.10	Teacher Education - Special Education	24
13.1330	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1302	Teacher Education - Trade and Industrial	0

Boise State University - Alt (4018)		
CIP Code	Subject area	Number prepared
1 99	Education - Other Specify:	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1

Bdoise St be bbi eb sity - Alb(4018) b		
CIP 6dodabb	Su jecbbaeab	Num er prepaedb
13.1s3226b	Teabher Education - Biologybbb	
13.1s3016 b	Teabher Education - Business	
13.1s3236 b	Teabher Education - Chebmistry	
13bs3625	Teabbebbl Edubabionb- 6dmputerbSdenbe	
13.1s3249 b	Teabher Education - Dramaand Dabnbe	
13.1s2166b	Teabher Education - Early Chibhood Edubbationb	1
13b13677b	Teabhebbl Edubationb- Earth Sdenbe	
13.1s2026b	Teabher Education - Elembentary Edubation	2
13.1s4b	Teabhebbl Edubationb- Englishbas a Sedb Langbage	
13b13655b	Teabbebbl Edubabionb- Englishbanguage Arts	
13.1s0806bb	Teabheb Edubationb- Fambily and6dnsumer Sdenbe/Home Edonbmics b	
13.1s306	Teabher Education - Foreignbanguage	
13bs3677b	Teabhebbl Edubationb- Healthb	
13.1s3286 b	Teabher Education - Hisbory	
13.1s2036 b	Teabhebbl Edubationb- Junbor Highb/Intermediabe/Middle Schoob Edubationb	
13.13s11	Teabher Education - Mathebmatics	
13.1s3112	Teabher Education - Music	
13.1s0134	Teabher Edubationb- Physbcal Edubationband Cdabhing	2
13.13s269b	Teabher Education - Physbs	
13.1s3155	Teabher Education - Readingb	
13.1s0136 b	Teabhebbl Edubabionbb Sdenbebbabb Teabhebb Edubationb6Generabl Sdenbe b	
13.13s157	Teabher Education - Social Sdenbe	
13.1s3168b	Teabher Education - Social Sbdies	
13.1s0	Teabher Education - Special Education	2
13.1s3306bb	Teabher Education - Spbech	
13bs3609b	Teacbeb Edubationb- Technobgy/Tdabchb Edubabionb6Industrial Arts	
13b13666bb	Teabbebbl Edubabionb- Tradebanb/Industrialb	

Brigham Young University Idaho (4657)		
CIP Code	Subject Area	Number Prepared
13.9999	Education, Other	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	21
13.1322	Teacher Education - Biology	6
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	4
13.1210	Teacher Education - Early Childhood Education	34
13.1337	Teacher Education - Earth Science	3
13.1202	Teacher Education - Elementary Education	115
13.1414	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English Language Arts	53
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1306	Teacher Education - Foreign Language	17
13.1307	Teacher Education - Health	
13.1328	Teacher Education - History	64
13.1209	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	44
13.1312	Teacher Education - Music	17
13.1314	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physics	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education, Science Teacher Education/General Science	7
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	26

Brigham Young University Idaho (4657)		
CIP Code	Subject Area	Number Prepared
13.1210	Teacher Education - Special Education	17
13.1331	Teacher Education - Speech	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1320	Teacher Education - Trade and Industrial	

College of Southern Idaho - Alt (2909)		
CIP Code	Subject Area	Number Prepared
Do participants earn a degree upon successful completion of the program? Yes No		
Note teachers prepared by subject area		
13.9999	Education, Other Specify:	
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1322	Teacher Education - Biology	3
13.1303	Teacher Education, Business	0
13.1323	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science	1
13.1324	Teacher Education - Drama and Dance	1
13.1210	Teacher Education - Early Childhood Education	1
13.1337	Teacher Education - Earth Science	0
13.1202	Teacher Education - Elementary Education	11
13.14	Teacher Education - English as a Second Language	2
13.1305	Teacher Education - English/Language Arts	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	2
13.1328	Teacher Education - History	4

Colleges of Study Table (2909)		
CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	2
13.1329	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	5
13.1317	Teacher Education - Social Science	7
13.1318	Teacher Education - Social Studies	3
13.10	Teacher Education - Special Education	5
13.1330	Teacher Education - Speech	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1326	Technology Education - Trade and Industrial	0

Table Showing Productivity (4355)		
CIP Code	Subject Area	Number Prepared
1 .99	Education, Other Specify: American Government	1
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1322	Teacher Education - Biology	5
13.1306	Teacher Education - Business	2
13.1323	Technology Education - Chemistry	0
13.1321	Teacher Education - Computer Science	0
13.1324	Teacher Education - Drama and Dance	0
13.1210	Teacher Education - Early Childhood Education	3
13.1335	Teacher Education - Earth Science	0
13.1202	Technology Education - Elementary Education	11

Idaho State University (4355)		
CIP Code	Subject area	Number prepared
13.1401	Teacher Education - English as a Second Language	2
13.1305	Teacher Education - English/Language Arts	8
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	4
13.1328	Teacher Education - History	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	2
13.1329	Teacher Education - Physics	1
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	4
13.10	Teacher Education - Special Education	3
13.1331	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1326	Teacher Education - Trade and Industrial	0

Idaho State University - Alt (4355)		
CIP Code	Subject area	Number prepared
3.99	Education, Other Specify: American Government	
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	1
13.1322	Teacher Education, Biology	0

Idaho State University - Altu (4355)		
CIP Code	Subject Area	Number prepared
13.1303	Teacher Education - Business	2
13.1323	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science	0
13.1324	Teacher Education - Drama and Dance	1
13.1210	Teacher Education - Early Childhood Education	0
13.1307	Teacher Education - Earth Science	0
13.1202	Teacher Education - Elementary Education	11
13.1314	Teacher Education - English as a Second Language	1
13.1305	Teacher Education - English/Language Arts	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	2
13.1328	Teacher Education - History	5
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	0
13.1329	Teacher Education - Physics	0
13.1305	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	1
13.10	Teacher Education - Special Education	4
13.1301	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1320	Teacher Education - Trade and Industrial	0

Lewis-Clark State College (4385)		
CIP Code	Subject area	Number prepared
13.99	Education, Other, Specific	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1322	Teacher Education - Biology	
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education, Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1210	Teacher Education - Early Childhood Education	
13.1337	Teacher Education, Earth Science	
13.1202	Teacher Education - Elementary Education	28
13.14	Teacher Education, English Language Arts and Reading	0
13.1305	Teacher Education - English/Language Arts	5
13.1308	Teacher Education, Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign and Language	
13.1307	Teacher Education - Health	1
13.1328	Teacher Education - History	4
13.1203	Teacher Education, Junior High/Intermediate/Middle School Education	5
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education, Physical Education and Coaching	2
13.1329	Teacher Education - Physics	
13.1315	Teacher Education - Reading	12
13.1316	Teacher Education, Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1001	Teacher Education, Special Education	8

Levyis-Clj j t je Cqlljegie (4385)		
CIP Cqdej	Sujb ejctjareaj	Number jrepjaredj
13.1331j j	Teachjer Education - Spjeech	
13.1309j	Tejachjer Ejducjationj j - Tejchjnolojgy Tejachjer Ejducjationj/Jndustrialjarts j	
13.1322j j	Tejachjerjr Ejducjationj j - Tjradejandjjndustrial	

Levyis-Clj j t je Cqlljegie - Ajlt (4385) j		
CIP Cqdej	Sujb ejctjareaj	Nujmber jrepjaredj
Doj participjants ejarn ajdejgreejuujcqrrjcqmpletionjofjthejprqgramj? Yejs j Nqj		
Noj teacherjs prepjaredjbyjsubjjectjareaj		
13.99j j	Ejducjationj j - Qther Spjecjify:	
13.1301	Teajcherjr Education - Agricjultjure	0
13j.1302j j	Tejachjerjr Ejducjationj j - Arj	0
13.1322j j	Teachjer Education - Biolqgjyj j	0
13.1303	Teachjer Education - Bujsiness	0
13.1323 j	Tejachjer Education - Chejmjistrjy	0
13.1321j	Teachjerjr Ejducjationj j - Cqjmjputerjj Scjiejncje	1
13.1324j	Teachjer Education - Drajmaj andjDajncje	0
13.1210j j	Teajcherjr Education - Early Cjhildjhood Ejducjationj	1
13.1337	Tejachjerjr Ejducjationj j - Ejajrth Scjiejncje	0
13.1202j	Teachjer Education - Elejmentajry Ejducjation	4
13.14	Tejachjer Ejducjationj j - Ejnjglishjas aj Sejcqndj Lajnguajge	0
13j.1305	Tejachjerjr Ejducjationj j - Ejnjglishjj Lanjguajgejj Arts	1
13.1308 j	Tejachjer Ejducjationj j - Fajmily jandjCqnjsjumer Scjiejncejes/Hqme Ecqnqmjics j	0
13.1306	Teajcherjr Education - Fqrejijgn Lanjguagej	0
13.1307j	Tejachjerjr Ejducjationj j - Hjealthj	0
13.1328j j	Tejachjerjr Ejducjationj j - Hjistorjy	2

Lewis-Clark State College - Advanced (4385)		
CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education and Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	1
13.1329	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	2
13.10	Teacher Education - Special Education	3
13.1330	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1326	Teacher Education - Trade and Industrial	0

Northwest Nazarene University (4544)		
CIP Code	Subject Area	Number Prepared
1 .99	Education, Other Specify: Physical Science, Psychology	2
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1322	Teacher Education - Biology	2
13.1303	Teacher Education - Business	0
13.1323	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science	0
13.1324	Teacher Education - Drama and Dance	0
13.1210	Teacher Education - Early Childhood Education	0
13.1327	Teacher Education - Earth Science	0
13.1206	Teacher Education - Elementary Education	16

Northwest Nazarene University (001544)		
CIP Code	Subject Area	Number Prepared
13.1401	Teacher Education - English as a Second Language	0
13.1305	Teacher Education - English Language Arts	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1328	Teacher Education - History	11
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	2
13.1329	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	8
13.10	Teacher Education - Special Education	0
13.1330	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1302	Teacher Education - Trade and Industrial	0

Northwest Nazarene University-Adult (001544)		
CIP Code	Subject Area	Number Prepared
1.9999	Education - Other Specify:	
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1322	Teacher Education - Biology	2

Northwest Nazarene University (4544)		
CIP Code	Subject Area	Number Prepared
13.1308	Teacher Education - Business	0
13.1326	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science	0
13.1324	Teacher Education - Drama and Dance	0
13.1210	Teacher Education - Early Childhood Education	0
13.1337	Teacher Education - Earth Science	0
13.1202	Teacher Education - Elementary Education	5
13.1401	Teacher Education - English as a Second Language	0
13.1305	Teacher Education - English/Language Arts	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	2
13.1328	Teacher Education - History	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1329	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	2
13.10	Teacher Education - Special Education	0
13.1330	Teacher Education - Speech	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1399	Teacher Education - Trade and Industrial	0

Teach fo me ca Idaho (T tle 2 Only) lt (4061)		
Cl P c Co l de	Subjec t d area	Number pr d pa d
o pla t d c p a t s l earn a l de g d e up o h c o d p l e o d t h e p o d g ra n d ? Yes d d No d		
No t t ea t h e r d s l o p re pa re d d by c s u bjec t d a re a d		
13.99 d d	Ed u d a t i o n d d O t h e r d d Spe d i f y:	
13.1301	Teacher Education - Agri d l t d e	
13.1302 d	Teac h e r Ed u d a t i o n d - Art d	
13.1322 d	Teacher Education - Biology d	
13.1303 d	Teacher Education - Bus i n e s s d	
13.1323 d	Teacher Education - Che m i s t r y	
13.1320 d d	Teache r d Ed u d a t i o n d - Co m p u t e r Sc i e n c e	
13.1324 d d	Teacher Education - Dra m a and Da n c e	
13.1210 d d	Teacher Education - Early Ch i l d h o o d Ed u d a t i o n d	
13.1330 7	Teache r d Ed u d a t i o n d - Ea r t h Sc i e n c e d	
13.1202 d d	Teacher Education - Ele m e n t a r y Ed u c a t i o n	3
13.14 d	Teache r d Ed u d a t i o n d - En g l i s h La n g u a g e Ar t s a n d Re a d i n g Language d	
13 d 13 0 5 d	Teache r d Ed u d a t i o n d - En g l i s h / La n g u a g e Ar t s	3
13.13 0 8 d d	Teache r d Ed u d a t i o n d - Fa m i l y an d Co n s u m e r Sc i e n c e s / Ho m e Ec o n o m i c s d	
13.1306 d	Teacher Education - Fo r e i g n La n g u a g e d	1
13.1307 7	Teache r d Ed u d a t i o n d - He a l t h d	
13.1328 d d	Teacher Education - His t o r y	
13.1203 d d	Teache r d Ed u d a t i o n d - Ju n i o r H i g h / Mi d d l e Sc h o o l Ed u d a t i o n d	
13 d 13 d 1	Teache r d Ed u d a t i o n d - Ma t h e m a t i c s	1
13.1312 d	Teacher Education - Music d	
13.13 d 4	Tea c h e r Ed u d a t i o n d - Ph y s i c a l Ed u d a t i o n a n d Co a c h i n g d	
13 d 13 8 9 d	Teache r d Ed u d a t i o n d - Ph y s i c s	
13 d 13 d 5 d d	Teache r d Ed u d a t i o n d - Re a d i n g	

Teach fo me ca Idaho (T tle 2 Only) lt (4061)		
Cl# c Co e	Subjec t ea	Number pre pa e
13. tB16 d	Teac de Ed uca io - Soc ia e Teache Ed uca io Ge ne a Soc ia e d	2 d
13. tB17	Teacher Education - Social Scie e d	
13. tB18 d	Teacher Educatio - Soc ial Stu ies	1
13.10 d	Teacher Education - Special Ed uca ion	3
13. tB3 d	Teacher Education - Spe ech	
13. tB09 d	Teac de Ed uca ion Te chnol ogy Teache Ed uca ion Ind us rial Arts d	
13. tB20 d	Teache Ed uca ion - Tra e and Ind us rial	

The Co lege of Idaho (4060) d		
Cl# Co e	Subjec t ea	Number pre pa e d
Do pa ticipa e s learn a de gi e u po co co pletion o the pro gra ? d Yes No		
No te ache s pre pa e y subject area d		
13.99 d	Ed uca ion - Othe Spe ify:	
13. tB01 d	Teache Ed uca ion - Agricu ture	
13. tB02 d	Teacher Education - Art	
13. tB22 d	Teacher Education - Biology	
13. tB08 d	Teacher Education - Business	
13. tB28 d	Teache Ed uca ion - Ge e Ind ustry	
13. tB21	Teacher Education - Co pu er Science	
13. tB24 d	Teacher Education - Dra a and Da ce	
13.12 0 d	Teache Ed uca ion Ea ly Chi dhood Ed uca ion	
13. tB37 d	Teacher Education - Earth Sci ence	
13.120 d	Teacher Education - Elementary Ed uca ion	4
13.14	Teache Ed uca ion - Eng ish as a Se ond Lan guage	
13. tB05 d	Teache Ed uca ion - Eng ish Lan gua e Arts	

The [illegible] (CIP 60)

CIP Code	Subject Area	Number prepared
13.1330	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Languages	
13.1307	Teacher Education - Health	
13.1328	Teacher Education - History	2
13.1205	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1330	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physical Sciences	
13.1315	Teacher Education - Reading	
13.1330	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	
13.10	Teacher Education - Special Education	
13.1331	Teacher Education - Speech	
13.1305	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1302	Teacher Education - Trade and Industrial	

University of [illegible] (CIP 43)

CIP Code	Subject Area	Number prepared
13.9900	Education, Other:	
13.1301	Teacher Education - Agriculture	4
13.1302	Teacher Education - Art	1
13.1322	Teacher Education - Biology	
13.1305	Teacher Education - Business	1
13.1323	Teacher Education - Chemistry	1
13.1334	Teacher Education - Computer Science	

University data (4843)		
CIP Code	Subject area	Number prepared
13.1324	Teacher Education - Drama and Dance	
13.1210	Teacher Education - Early Childhood Education	
13.1307	Teacher Education - Earth Science	
13.1202	Teacher Education - Elementary Education	29
13.1401	Teacher Education - English as a Second Language	7
13.1305	Teacher Education - English/Language Arts	11
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1328	Teacher Education - History	1
13.1206	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	4
13.1329	Teacher Education - Physics	2
13.1315	Teacher Education - Reading	6
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
13.10	Teacher Education - Special Education	8
13.1301	Teacher Education - Speech	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1326	Teacher Education - Trade and Industrial	

SECTION I O M INFO MATION

Teachers Prepared by Academic Ma or

Provide the number of program completers by academic major. “Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank.
(§205(b)(1)(H)(ii)) j

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. j

- Academic Major

Note: T is section is preloa e from Institution an rogram Report Car (I RC ata.

ABCTE -jIdaho (Title 2 Only) - Alt (1451)	
Do pjarticipjjntjs earn ajdjegjree ujporj cojmpletionj ofjthej pjrogjramj? Yejs j Nj	
Nj jeachejrs prjepajredj byj acadjemic majorj	

Boise Stjate University (4018) j		
CIP Cjodje	Acjajdjemjic majorj j	Njumjber prjepajred
13.1301	Teac er E ucation - Agrjiculjturje j	0
13j1302	Teacher E ucation - Arj	3
13.13j22j	Teachjer Ejducatjionj - Bjiologjyj	5
13.1303j	Teachejr Education - Bujsinejssj	0
13.1323 j	Teachejr Edujcjation - Chemjistryj	1
13.1321	Teachejr Edujcation -j Cojmjputerj Sjcjience	0
13.j132j4j j	Teachejr Edujcation - Djramja anjdj Djjance	0
13.1210j	Teachejr Edujcation - Early Cjhildhjoojdj Ejducjatjionj j	3
13.1337j	Teachejr Edujcation - Earth jSjcjienjcje	2
13.1202j	Teachjerj Ejducationj - Ejlemjentajry Ejducatjion	78j
13.14j	Tejachjejr Ejducatjionj - Ejnglishjjas a Sjejcjond j Lajnguagjej	8
13j13j05	Teachejr Education - Enjglish/Ljajnguajgej Artsj	17
13.13j0j8j	Teachjer Ejducationj - Fajmjily anjdj Cojnsjumer Sjcjienjcjejs/Hojmje Ecjonjojmjics	0
13j13j0j6j j	Tejachejrj Ejducjatjionj - fjjjreijgnjLjajnguajgejej j	5 j

Bcjise $t je j j i e sity (4018) j		
CIP Ccde	Acjadejmic ma orj j	Number prepajredj
13.1316j j	Tejacher Education - Generjal Scjiencje	0
13.1307	Teacher Education - Hejalth	0 j
13.1328j j	Tejacher Education - Historjy	8
13.1202j j	Tejacherj Edujcationj - Junjiqr Highh/Intermediate/Middle $chool Edujcationj	0
13.1311	Tejacher Edujcation - Mathematics	9
13.1312	Tejacher Education - Music j	9
13.1314j j	Tejacherj Edujcationj - Phjysjcal Edujcationj and Cdjaching j	10
13.1329j	Tejacher Education - Phjysjcs	1
13.1315	Tejacher Edujcation - Rejading	0
13.1317j j	Tejacher Edujcationj - Sjocjal Scjiencje j	1
13.1318j j	Tejacher Edujcation - Socjal Studiesj	2
13.10	Tejacher Educatjon - Special Edujcatjon	23
13.1331j j	Teajcherj Edujcationj - Spjeech	0
13.1309j j	Tejacherj Edujcationj - Tejchnology Tejacher Edujcation/Industrial Arts	0
13.1320j	Teajcherj Edujcatjonj - Trade anjd Indjustrjial	0
01 j	Agricjulturej	0
05j	Areaj, Ethnjic, Cjultural anjd Gendejrj Studiesj j	0
26	Biologjical anjd Biomedjical Sjciencesj	0
52 j	Bujsinejss/Management/Marketingj	0
09	Cjommunication jorj Journalism	0
11 j	Computer anjd Infjormationj Scjiencjes	0
46	Cjonstruction j	0 j
13.99j j	Edujcationj, Otherj Spjecjify:	0
14	Engineerjing	1
23 j	Enjglish, Languagej/Literaturej	0
19 j	Family and Cjonsumer Sjciencesj/Humjan Scjiencjes	0
16 j	Forejign Languagesj Literaturesj anjd Linguisticsj	0
51 j	Hejalth Profjessjionsjanjd Rejlatejd Clinjicajl Scjiencjes	0 j

Boise State University (4018)		
CIP Code	Academic Major	Number Prepared
54	History	0
22	Legal Professions and Studies	0
24	Liberal Arts/Humanities	0
25	Library Science	0
27	Mathematics and Statistics	0
47	Mechanic and Repair Technologies	0
30	Multi/Interdisciplinary Studies	0
03	Natural Resources and Conservation	0
99	Other Specify: Secondary Education (Master's in Teaching) (MIT)	15
12	Personal and Culinary Services	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
41	Science Technologies/Technicians	0
45	Social Sciences	0
21	Technology Education/Industrial Arts	0
50	Visual and Performing Arts	0

Boise State University - Alt (4018)		
CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - General	
13.1302	Teacher Education - Art	1
13.1322	Teacher Education - Biology	
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	

Boise State University - Alta (4018)		
CIP Code	Academic major	Number prepared
13.1210	Teacher Education - Early Childhood Education	1
13.1337	Teacher Education - Earth Science	
13.1202	Teacher Education - Elementary Education	2
13.1401	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English/Language Arts	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Language	
13.1316	Teacher Education - General Science	
13.1307	Teacher Education - Health	
13.1328	Teacher Education - History	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1329	Teacher Education - Physics	
13.1315	Teacher Education - Reading	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.10	Teacher Education - Special Education	2
13.1334	Teacher Education - Speech	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1320	Teacher Education - Trade and Industrial	
01	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09	Communication and Journalism	

Boise State University - Alta (4018)		
CIP Code	Academic major	Number prepared
11	Computer and Information Sciences	
46	Construction	
13.9999	Education, Other Specify: Secondary Education	1
14	Engineering	
23	English language and literature	
19	Family and Consumer Sciences/Human Sciences	
16	Foreign languages, Literatures, and Linguistics	
51	Health Professions and Related Clinical Sciences	
54	History	
22	Legal Professions and Studies	
24	Liberal Arts and Humanities	
25	Library Science	
27	Mathematics and Statistics	
47	Mechanic and Repair Technologies	
30.99	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38	Philosophy and Religious Studies	
40	Physical Sciences	
42	Psychology	
44	Public Administration and Social Service Professions	
41	Science Technologies/Technicians	
45	Social Sciences	
21.99	Technology Education/Industrial Arts	
50	Visual and Performing Arts	

Brigham Young University Idaho (4657)		
CIP Code	Academic major name	Number prepared
1 .1 e01	Teacher Education Agriculture	
13.1302	Teacher Education - Art	18
13.1322ee	Teacher Education - Biology	6
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13e13e21	Teacher Education - Computer Science	
13.1324ee	Teacher Education - Drama and Dance	4
13.12e10e	Teacher Education - Early Childhood Education	34
13.1337	Teacher Education - Earth Science	2
13.1202ee	Teacher Education - Elementary Education	115
13.14 e	Teacher Education - English as a Second Language	
13.1305 e	Teacher Education - English/Language Arts	24e
13.13e08e	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1306	Teacher Education - Foreign Language	14
13.13e16 e	Teacher Education - General Science	
13.1307e	Teacher Education - Health	
13.1328ee	Teacher Education - History	22e
13.1208e	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	21
13.1312 e	Teacher Education - Music	17
13.13e14e	Teacher Education - Physical Education and Coaching	
13.1329e	Teacher Education - Physics	2
13.1315 e	Teacher Education - Reading	
13.1317 e	Teacher Education - Social Science	
13e13d8e	Teacher Education - Social Studies	9
13.10	Teacher Education - Special Education	17
13e13e81 e	Teacher Education - Speech	

Brigham Young University Idaho (4657)		
CIP Code	Academic Major Code	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1320	Teacher Education - Trade and Industrial	
01	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09	Communication and Journalism	
11	Computer and Information Sciences	
46	Construction	
13.99	Education - Other Specify:	
14	Engineering	
23	English Language and Literature	
19	Family and Consumer Sciences/Human Sciences	
16	Foreign Languages, Literatures, and Linguistics	
51	Health Professions and Related Clinical Sciences	
54	History	
22	Legal Professions and Studies	
24	Liberal Arts/Humanities	
25	Library Science	
27	Mathematics and Statistics	
47	Mechanic and Repair Technologies	
30	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38	Philosophy and Religious Studies	
40	Physical Sciences	
42	Psychology	

Brigham g iversity Idah (4657) e		
CIP Coode	cad mic major e	Numb r pe par d
44	Public Administration and Social Service Profe ssions e	
41	Science Technologies/Technicians e	
45 e	Social Sciences	
21	Technology Educe ation/Industrial Arts	
50 e	Visuae and Performing Arts	

C llege f S ther Idah - Alt (2909) e	
Do participants e arn a de gree upon comple tion of the program? Yes e No	
☑ No tea chers e prepared by e acade mic ma jor e e	

Idah State iversity (4355)		
CIP Coode	cad mic major e	Numb r pe par d
13.1301 e	T ach r Educe ation - Agriculture	
13.1302	Teache r Education - Art	
13.1322 e	Teache r Educe ation - Biology	
13.1303e	Teache r Educe ation - Business	
13.1323	Teache r Education - Chemistry	
13.1321e	Teacher Education - Come puter Science	
13.1324	Teache r Education - Drama and Dance	
13.1210e	Teache r Educe ation - Early Childhood Education e	3
13.1337 e	Teache r Education - Earth Science	
13.1202	Teache r Educe ation - Elementary Education	11
13.14e	Teache r Education - English as a Second Lae nguage e	
13.1305	Teache r Educe ation - English/Language Arts	
13.1308ee	Teache r Education - Family and Consumer Sciences/Home Economics	
13.1306ee	Teacher Educe atione - Fore ign Language	

Idaihio Stati i i rs ty (4355) i		
CIP Codei	Adaideinic major i	Numberiprèpairedi i
13i13i16i i	Teachier Education - Generiali Scienice	
13i13107	Teachier Education - Health i	
13i13128i i	Teachier Education - Histony	
13i12003i	Teiachier Eduiciationi - Junioir Highi/Intermediaite/Middle iSchiool Eduiciationi	
13i13i11 i	Teachier Education - Maitheimatics	
13i13i12i i	Teachier Education - Music	
13i13i14i	Teiachier Eduiciationi - Phiysiciail Eduiciationi and Coiaichingi i	
13i13129i	Teachier Education - Phiysicis	
13i13i15i i	Teachier Education - Reiaidingi	
13i13i17i	Teachiir Eduiciationi - Siociail Scieinice	
13i13i18i	Teachier Education - Sociali Stiudiesi	
13i110i	Teaichieri Education - Speciali Educiation i	2
13i13i13i1 i	Teiachier Eduiciationi - Spieech	
13i13109i i	Teiacher Eduiciationi - Tieichinioilogy Teiaichier Eduiciationi/Iindustriali Arts	
13i13120	Teiachieri Eduiciationi - Traideiaindi Iindustrial	
01i	Agriculturie	
05	Areai, Ethnic, iCulturiali, and Gendieri Stiudiesi	
26i	Biologiciail and Biomieiciail Scieinices	
52 i	Buisineiss/Mainagement/Marketingi	
09	Coimmunication oni Journaiism	
11 i	Computeir and Informationi Scieinices	
46 i	Coinstruiction	
13.99i i	Eduiciation -i Otheir Speiciify:	
14i	Engineieringi	
23 i	Eniglish Lainguaigei/Liteiraturie	
19 i	Faimily and Coinsumier Scieinices/Humain Scieinices	
16 i	Foireiign Lainguaigeisi, Liteiratureis, iand Liinguisticsi	
51i	Heiaith iProifessions and Reilaited Clinicail Scieinicesi	

Idaho State University (4355)		
CIP Code	Academic major	Number prepared
54	History	
22	Legal Professions and Studies	
24	Liberal Arts/Humanities	
25	Library Science	
27	Mathematics and Statistics	
47	Mechanic and Repair Technologies	
30	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38	Philosophy and Religious Studies	
40	Physical Sciences	
42	Psychology	
44	Public Administration and Social Service Professions	
41	Science Technologies/Technicians	
45	Social Sciences	
21	Technology Education/Industrial Arts	
50	Visual and Performing Arts	

Idaho State University - Alt (4355)		
CIP Code	Academic major	Number prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1322	Teacher Education - Biology	
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	

Idaho State University - Alt (4355)		
CIP Code	Academic major	Number prepared
13.1210	Teacher Education - Early Childhood Education	0
13.1337	Teacher Education - Earth Science	
13.1202	Teacher Education - Elementary Education	11
13.1401	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English/Language Arts	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Language	
13.1316	Teacher Education - General Science	
13.1307	Teacher Education - Health	
13.1328	Teacher Education - History	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physics	
13.1315	Teacher Education - Reading	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1001	Teacher Education, Special Education	3
13.1381	Teacher Education - Speech	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1320	Teacher Education, Trade and Industrial	
01	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09	Communication and Journalism	

Idaho State University - Alt (4355)		
CIP Code	Academic major	Number prepared
11	Computer and Information Sciences	
46	Construction	
13.99	Education, Other Specify:	
14	Engineering	
23	English Language and Literature	
19	Family and Consumer Sciences/Human Sciences	
16	Foreign Languages, Literatures, and Linguistics	
51	Health Professions and Related Clinical Sciences	
54	History	
22	Legal Professions and Studies	
24	Liberal Arts/Humanities	
25	Library Science	
27	Mathematics and Statistics	
47	Mechanic and Repair Technologies	
30	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38	Philosophy and Religious Studies	
40	Physical Sciences	
42	Psychology	
44	Public Administration and Social Service Professions	
41	Science Technologies/Technicians	
45	Social Sciences	
21	Technology/Education/Industrial Arts	
50	Visual and Performing Arts	

Lewis-Clark State College (4385)		
CIP Code	Academic Program	Number prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1210	Teacher Education - Early Childhood Education	
13.1307	Teacher Education - Earth Science	
13.1202	Teacher Education - Elementary Education	28
13.1304	Teacher Education - English and Second Language	
13.1305	Teacher Education - English/Language Arts	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Language	
13.1316	Teacher Education - General Science	2
13.1307	Teacher Education - Health	1
13.1326	Teacher Education - History	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	1
13.1329	Teacher Education - Physics	
13.1315	Teacher Education - Reading	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.10	Teacher Education - Special Education	
13.1331	Teacher Education - Speech	

Lewis-Clark State College (4385)		
CIP Code	Academic Major	Number prepared
13.1309	Technology Teacher Education/Industrial Arts	
13.1320	Trade and Industrial Teacher Education	
01	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09	Communication and Journalism	
11	Computer and Information Sciences	
46	Construction	
13.99	Education, Other Specify:	
14	Engineering	
23	English Language and Literature	
19	Family and Consumer Sciences/Human Sciences	
16	Foreign Languages, Literatures, and Linguistics	
51	Health Professions and Related Clinical Sciences	
54	History	
22	Legal Professions and Studies	
24	Liberal Arts/Humanities	
25	Library Science	
27	Mathematics and Statistics	
47	Mechanic and Repair Technologies	
30	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38	Philosophy and Religious Studies	
40	Physical Sciences	
42	Psychology	

Lewis-Clark State College (4385)		
CIP Code	Academic Major	Number Prepared
44.0701	Public Administration and Social Service Professions, Other	
41.0101	Science Technologies/Technicians, General	
45.0101	Social Sciences, General	
21.0101	Technology Education/Industrial Arts	
50.0101	Visual and Performing Arts, General	

Lewis-Clark State College - Alt (4385)	
Do participants earn a degree upon completion of the program? ○ Yes ● No	
☐ No teachers prepared by academic major	

Northwest Nazarene University (4544)		
CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1322	Teacher Education, Biology	0
13.1303	Teacher Education - Business	0
13.1323	Teacher Education - Chemistry	0
13.1321	Teacher Education, Computer Science	0
13.1324	Teacher Education - Drama and Dance	0
13.1210	Teacher Education - Early Childhood Education	0
13.1307	Teacher Education - Earth Science	0
13.1202	Teacher Education, Elementary Education	16
13.1314	Teacher Education, English as a Second Language	0
13.1305	Teacher Education - English Language Arts	3
13.1308	Teacher Education, Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education, Foreign Language	0

Northwest Nazarene University (4544)		
CIP Code	Academic Area	Number Prepared
13.1316	Teacher Education - General Science	2
13.1307	Teacher Education - Health	0
13.1328	Teacher Education - History	6
13.1202	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	1
13.1329	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	4
13.10	Teacher Education - Special Education	0
13.1331	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1320	Teacher Education - Trade and Industrial	0
01	Agriculture	0
05	Area, Ethnic, Cultural, and Gender Studies	0
26	Biological and Biomedical Sciences	0
52	Business/Management/Marketing	0
09	Communication or Journalism	0
11	Computer and Information Sciences	0
46	Construction	0
13.99	Education - Other Physical Science: Physychology	1
14	Engineering	0
23	English Language/Literature	0
19	Family and Consumer Sciences/Human Sciences	0
16	Foreign Language/Literature and Linguistics	0
51	Health Professions and Related Clinical Sciences	0

Northwest Nazarene University (4544)		
CIP Code	Academic Area	Number Prepared
54	History	0
22	Legal Professions and Studies	0
24	Liberal Arts/Humanities	0
25	Library Science	0
27	Mathematics and Statistics	0
47	Mechanic and Repair Technologies	0
30	Multi/Interdisciplinary Studies	0
03	Natural Resources and Conservation	0
99	Other Specify: 13.1205 Secondary Education and Teaching	7
12	Personal and Culinary Services	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
41	Science Technologies/Technicians	0
45	Social Sciences	0
21	Technology Education/Industrial Arts	0
50	Visual and Performing Arts	0

Northwest Nazarene University - Alt (4544)		
CIP Code	Academic Area	Number Prepared
13.1301	Teacher Education - General	0
13.1302	Teacher Education - Art	0
13.1322	Teacher Education - Biology	0
13.1303	Teacher Education - Business	0
13.1323	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science	0
13.1324	Teacher Education - Drama and Dance	0

Northwest Nazarene University - Adult (4544)		
CIP Code	Academic Major	Number prepared
13.1210	Teacher Education - Early Childhood Education	0
13.1337	Teacher Education - Earth Science	0
13.1202	Teacher Education - Elementary Education	5
13.1314	Teacher Education - English as a Second Language	0
13.1305	Teacher Education - English/Language Arts	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	0
13.1316	Teacher Education - General Science	0
13.1307	Teacher Education - Health	0
13.1328	Teacher Education - History	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1329	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	1
13.10	Teacher Education - Special Education	0
13.1331	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1320	Teacher Education - Trade and Industrial	0
01	Agriculture	0
05	Area, Ethnic, Cultural, and Gender Studies	0
26	Biological and Biomedical Sciences	0
52	Business/Management/Marketing	0
09	Communication and Journalism	0

Northwest Nazarene University - Alt (4544)		
CIP Code	Academic Major	Number prepared
11	Computer and Information Sciences	0
46	Construction	0
13.99	Education, Other Specify:	0
14	Engineering	0
23	English Language and Literature	0
19	Family and Consumer Sciences/Human Sciences	0
16	Foreign Languages, Literatures, and Linguistics	0
51	Health Professions and Related Clinical Sciences	0
54	History	0
22	Legal Professions and Studies	0
24	Liberal Arts and Humanities	0
25	Library Science	0
27	Mathematics and Statistics	0
47	Mechanic and Repair Technologies	0
30	Multi/Interdisciplinary Studies	0
03	Natural Resources and Conservation	0
99	Other Specify: 13.1205 Secondary Education and Teaching	4
12	Personal and Culinary Services	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
41	Science Technologies/Technicians	0
45	Social Sciences	0
21	Technology/Technician and Applied Arts	0
50	Visual and Performing Arts	0

Teach for America Idaho (Title 2 Only) - Alt (4061)

Teach fo r ca Idaho (T tle 2 Only) lt (4061) r	
Do pa ticipants ea n a deg ee upon completion of the p og am? ○ Yes ● No	
☐ No teachers prepared by academic major	

The College of Idaho (4060) r	
Do pa ticipants ea n a deg ee upon completion of t e p og am? ○ Yes ● No	
☐ No teachers prepared by academic major	

Un ve s ty of Idaho (4843) r

CIP Code r	Academic major	Number prepared
1 .1 1	Teacher Education - Agriculture	4
13.13 e2	Teacher Education - Art r	1
13.1322	Teacher Education - Biology	
13.1303 r	Teacher Education - Business	1
13.1323 r	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance r	
13.1210 r	Teacher Education - Early Childhood Education	
13.1337 r	Teacher Education - Earth Science	
13.1202 r	Teacher Education - Elementary Education	29
13.14	Teacher Education - English as a Second Language r	4
13.1305 r	Teacher Education - English/Language Arts	8
13.1308 r	Teacher Education - Family and Consumer Sciences/Home Economics r	
13.1306 r	Teacher Education - Foreign Language	
13.1316 r	Teacher Education - General Science	
13.1307 r r	Teacher Education - Health	4
13.1328 r r	Teacher Education - History r	1 r

Universit i dalhi i (4843) i		
CIP Codei	Adaideinic major i	Numberiprèpairedi i
13i12003i i	Teacheir Eiducationi-i Juniior High/Intermediatte/Middle Schoool Eiducationi	
13i13r11 i	Teiacheir Educatiion - Matheimaticsii	4
13i13r12i i	Teacher Educatiion - Music	4
13i13r14i	Teacher Eiducationi-i Phiysicall Eiducatiioni and Coiachingi i	4
13i13029i	Teiacheir Education - Phiysicsi	2 i
13i13r15i i	Teacher Eiducatiion - Reiadingi i	
13i13r17i i	Teacher Educatiion - Social Sciience	
13i13r18i i	Teacher Educatiion - Socialistudiesi i	9
13i10i	Teacher Educatiion - Speciall Education	3
13i1333r1i	Teachieir Eiducationi-i Spieiech	
13i13009i	Teacheir Eiducatiioni-i Technioilogy Teiacheir Eiducatiioni/Industriali Arts	
13i13020	Teiacheir Eiducatiioni-i Tiradie anidi Industriali	
01 i	Agriculturiei	
05	Areai, Ethnic, Culturali, iand Gieindeir Studiesi	
26 i	Biologicial iand Biomiedicial Sciericeis	
52i	Buisineiss/Mianaigeiment/Miarketingi	
09	Communicatiion or Journalism	
11 i	Computeir aind Informiationi Sciericeis	
46i	Coinstructioni	
13i99i	Eiducationi-i Otheir Spieicify:	
14i	Engineeringi	
23 i	Eniglish Lainiguaigei/Literaturei	
19i	Fainily aind Coinsumieir Sciericeis/Hiumian Sciericeis	
16 i	Foireign Lainiguaigeis, Literatuireis, aindi Linguisticsi	
51 i	Health Profiessionsi aind Reilatiedi Clinicial Sciericeis	
54 i	Hiistory	
22 i	Legail Profiessionsi aindi Studiesi	
24 i	Libieirali Arts/Hiumianitiesi	

Universit i dalhi i (4843) i		
CIP Codei i	Adaideinic major i	Numberiprepairedi
25 i	Librairy Scieince i	
27i	Matheinmaticsiand Statisticsi	
47	Mechainicsiand iRepiair Technologiesi	
30 i	Multi/Interdisciplinary Studies	
03 i	Naturiail Reisburcesiand Conserviation i	
99 i	Other i Spieicify:i	
12i i	Peirsonal andi Culinary Servicesi	
38	Philosophyiandi Religiousi Studiesi	
40 i	Physicial Scieincesi	
42 i	Psychology i	
44 i	Public Administraition iand Social Servide Profession is	
41 i	Sciencie Technologies/Technicians	
45	Sociial Scieincesi	
21 i	Technology iEducation i/Industriial Arts	
50i i	Visuial and Peirforiming iArtsi i	

SECTION I O M INFO MATION

Program Assurances

For e ch te cher prep r tion provider, respond to the following ssur nces. Note: Te cher prep r tion progr ms should be prep red to provide document tion nd evidence, when requested, to support the following ssur nces. **(§205(a)(1)(A)(iii), §206(b))**

Note: This section is prelo ded from Institution nd Progr m Report C rd (IPRC) d t . a

ABCTE - Idaho (Title 2 Only) - Alt (1451)

Progr m prep r tion responds to the identified needs of the loc l educ tion l gencies or st tes where the progr m completers re likely to te ch, b sed on p st hiring nd recruitment trends.

Yes a

Prep r tion is closely linked with the needs of schools nd the instruction l decisions new te chers f ce in the cl ssroom.

Yes a

Prospective speci l educ tion te chers re prep red in core c demic subjects nd to instruct in core c demic subjects.

Yes a

Prospective gener l educ tion te chers re prep red to provide instruction to students with dis bilities.

Yes a

Prospective gener l educ tion te chers re prep red to provide instruction to limited English proficient students.

Yes a

Prospective gener l educ tion te chers re prep red to provide instruction to students from low-income f milies.

Yes a

Prospective te chers re prep red to effectively te ch in urb n nd rur l schools, s pplic ble.

Yes a

Describe your institution's most successful str tegies in meeting the ssur nces listed bove:

Americ n Bo rd completers enter the cl ssroom only fter completing the ped gogy nd profession l te ching knowledge spect of the progr m, unless otherwise required by the individu l st te. Americ n Bo rd completers experience mentoring progr m s defined by existing st te induction progr ms, further guiding completers in the te ching of specific cohorts of students. a

Boise St te i e sity (4018)

Program preparation re pond to the identified need of the local educational agencie or tate where the program completer are likely to teach, ba ed on pa t hiring and recruitment trend .

Ye

Preparation i clo ely linked with the need of chool and the in tructional deci ion new teacher face in the cla room.

Ye

Pro pective pecial education teacher are prepared in core academic ubject and to in truct in core academic ubject .

Ye

Pro pective general education teacher are prepared to provide in truction to tudent with di abilitie .

Ye

Pro pective general education teacher are prepared to provide in truction to limited Engli h proficient tudent .

Ye

Pro pective general education teacher are prepared to provide in truction to tudent from low-income familie .

Ye

Pro pective teacher are prepared to effectively teach in urban and rural chool , a applicable.

Ye

De cribe your in titution' mo t ucce ful trategie in meeting the a urance li ted above:

Boi e State' mo t ucce ful trategie in meeting the e even a urance are rooted in our commitment to developing reflective, inquiring profe ional who advocate for equity and po e the capacity for change within inclu ive communitie of practice. Boi e State' preparation program re pond to the identified need of the local education agencie (LEA) or State where the program completer are likely to teach, ba ed on pa t hiring and recruitment need . Thi preparation i clo ely linked with the need of chool and in tructional deci ion new teacher face in the cla room. Our program preparation re pond to the identified need of the local education agencie (LEA) and the tate of Idaho, where over 80% of Boi e State completer are likely to teach, ba ed on three focu area : literacy, cla room management, and mentoring. LITERACY: The Idaho Comprehen ive Literacy Plan wa created in 1998 with the goal of promoting literacy growth for all tudent in Idaho. Thi plan wa revi ed in 2015, and hortly after, the Idaho Comprehen ive Literacy (ICL) Standard for teacher candidate were al o revi ed. In 2022, the ICL Standard were again revi ed to improve alignment, including the addition of a fifth ICL Standard focu ed on helping tudent with diver e reading and writing profile . The Idaho Higher Education Literacy Partner hip (IHELP) i a con ortium of literacy profe ional repre enting public and private higher education in titution acro the tate of Idaho, of which Boi e State i an active and contributing member. They have developed an Idaho Comprehen ive Literacy A e ment (ICLA) corre ponding to each of the five ICL Standard . Each exam contain between 30 and 50 que tion , including definition and application que tion . Teacher candidate mu t pa each exam at 70% to evidence proficiency. There are five ICL tandard , which are part of the Idaho Standard for Initial Certification of Profe ional School Per onnel, and a corre ponding ICLA i u ed to mea ure teacher candidate ' knowledge of the content for each tandard. The IHELP con ortium meet regularly to analyze a e ment data, review concept and competencie guide , and revi e each exam accordingly. Boi e State Univer ity embed the ICLA into everal cour e . All candidate in the Elementary Education program take the ICLA a part of required literacy cour e . In our Secondary s

Education majors, candidates take the ICLA either in ED-LLC 444/544 or in associated course work in their major. Elementary candidates take ICLAs in sequence for six days 1-5 while secondary candidates take ICLAs for six days 2, 4, and 5. CLASSROOM MANAGEMENT: Teacher candidates receive quality and thorough training in instructional and learning principles in ED-CIFS 430 Fundamentals of Classroom Management for Secondary Teachers while secondary Teacher Candidates receive this learning in ED-CIFS 301 Teaching Exceptional Learners and ED-CIFS 302 Literacy Instruction in the Content Area in addition to learning classroom management techniques in their respective content courses. All teacher candidates receive training in how to effectively collaborate with their Master Teacher and University Supervisor. Boise State provides professional learning to support candidates and their Master Teachers in developing collaborative relationships. During semi-annual Professional Development meetings, both Master Teachers and University Supervisors receive training on how to support candidates in developing their classroom management skills. Additionally, candidates receive training on how to implement restorative practices in the classroom. Boise State provides professional learning to support candidates and their Master Teachers in developing collaborative relationships. During semi-annual Professional Development meetings, both Master Teachers and University Supervisors receive training on how to support candidates in developing their classroom management skills. Additionally, candidates receive training on how to implement restorative practices in the classroom. MENTORING: Boise State Teacher Education collaborates with LEAs to ensure, build, and sustain high-level partnerships to select quality mentor teachers to support candidates in their internship and student teaching semesters. Boise State selects, pays stipends, and provides professional learning to Master Teachers. Master Teachers are selected by Boise State's Mentor Teacher Handbook and must meet the following criteria: Master Teachers must have a minimum of three years of teaching experience, hold a professional certificate, and have demonstrated effectiveness in the classroom. Master Teachers must also complete Boise State's Mentor Teacher Professional Learning Course. Boise State Teacher Education collaborates with LEAs to ensure Master Teachers are selected by Boise State's Mentor Teacher Handbook and must meet the following criteria: Master Teachers must have a minimum of three years of teaching experience, hold a professional certificate, and have demonstrated effectiveness in the classroom. Master Teachers must also complete Boise State's Mentor Teacher Professional Learning Course. Boise State provides professional learning to support candidates and their Master Teachers in developing collaborative relationships. During semi-annual Professional Development meetings, both Master Teachers and University Supervisors receive training on how to support candidates in developing their classroom management skills. Additionally, candidates receive training on how to implement restorative practices in the classroom

s :nd to nstruct n core :c demic subjects. :

Yes

Prospect e gener :educ: t on:te chers :re prep: red:to pro :de nstruct on:to students w th d s b :t es.

Yes

Prospect e gener :educ: t on:te chers :re prep: red:to pro :de nstruct on:to :m ted:Eng: sh prof c ent students.

Yes

Prospect e gener :educ: t on:te chers :re prep: red:to pro :de nstruct on:to students from ow-:ncome f m i es:

Yes

Prospect e te chers :re prep red to effect e y te ch n urb n :nd:rur: :schoo s, s :pp: c b e.

Yes

Descr be:your nst tut on's most successfu str teg es n meet ng the: :ssur nces :sted: :bo e

Bo se St: te encour: ges c nd d tes:to enter ": tern: te":routes:through:our tr d t on : progr ms (rge:y the post-b cc : ure te Master:In Te ch ng: :nd Gr du: te Cert f c te progr: ms). Th:s s on :n :s-needed:b s s w thout project ons or:go: :-sett ng. A :enro ed:c nd:d tes :nd comp eters dent f ed on:th s report meet:the St: te of:d ho's, St: te-Spec:f:c T t e Id M anu : def n t on :s :n "A tern t e Route C :nd d te :If :c nd:d te :s the:te cher:of record wh e pursu ng h s/her degree: :nd n t: :cert f c: te (:.e., Content Spec: : st or:Occup: t on: : Spec: st), then the: nd : du : w : be:reported n T t e Id s n tern t e route progr m." C :nd d tes cons:dered:to be: : tern te route comp ete : perform ance :ssessment (S-PAT:):th t nc udes : demonstr t on of: d fferent : ted nstruct on, eng: g ng:str teg es for:students, nd ntegr t on:of techno ogy: n un:t p :nn ng: :nd: :n :n :ys s of:student work :nd :ssessment cross :n ent re c :ss. :

Brigham Young University Idaho (4657)

Progr: m prep r t on responds to the dent f ed needs of the oc : educ t on : genc es:or st tes where the: progr m comp eters :re :ke y to te ch, b sed on p st h r ng: :nd recru tment trends.

Yes

Prep: r t on: s c ose y :nked w th the needs:of schoo s :nd the: nstruct on: : dec s ons:new te chers f: ce n the:c :ssroom.

Yes

Prospect e spec : educ: t on:te chers :re prep red: n core :c demic subjects :nd to nstruct n core :c demic subjects.

Yes :

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts w th d sab l t es.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to l m ted E l sh prof c e t stude ts.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts from low- come fam l es.

Yes

Prospect e teachers are prepared to effect ely teach urba a d rural schools, as appl cable.

Yes

Descr be your st tut o 's most successful strate es meet the assura ces l sted abo e:

rst, a “Lear Model” re forc pr c ples of teach a d lear s fou dat o al all courses tau ht across the u ers ty a d w th our teach educat o pro ram. Th s model cludes three fou dat o al co cepts embedded e ery lear exper e ce u ers ty stude ts part c pate : 'Prepare', 'Teach O re A other', a d 'Po der/Pro e'. Next, the mpleme tat o of the research-based framework for teach , de eloped by Charlotte Da elso , as the u ers ty’s rubr c for teacher performa ce e aluat o e sures that all compo e ts of the qual t es a d attr butes of the “complete teacher” are embedded w th the coursework a d f eld exper e ces of our teacher ca d dates. It s the same teacher e aluat o tool that the state of Idaho has mpleme ted all publ c school d str cts as the strume t used for teacher super s o /e aluat o . Mult ple f eld exper e ce opportu t es troduce prospect e teachers to classrooms of d erse lear ers from a ar ety of back rou ds, bel ef systems, a d commu t es pos u que lear eeds. ally, spec f c courses, whose curr culum a d lear act t es focus o the u que lear eeds/dema ds of the d cated sub-populat o s of F stude ts are cluded each of the pro rams of study we offer.

College of Southern Idaho - Alt (2909)

Pro ram preparat o respo ds to the de t f ed eeds of the local educat o al a e c es or states where the pro ram completers are l kely to teach, based o past h r a d recru tme t tre ds.

Yes

Preparat o s closely l ked w th the eeds of schools a d the struct o al dec s o s ew teachers face the classroom.

Yes

Prospect e spec al educat o teachers are prepared core academ c subjects a d to struct core academ c subjects.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts w th d sab l t es.

Yes F

Prospective Special Education teachers are prepared to provide instruction to students from low-income families

Yes

Prospective Special Education teachers are prepared to provide instruction to students with disabilities in urban and rural schools, as applicable

Yes

Describe your institution's most successful strategies to meet the needs of rural schools, as listed above:

Because of the three-way partnership with districts, and because each of our candidates completes their practicum in the district where they will be employed, we are able to adapt our curriculum to the specific needs of rural districts. Additionally, we provide candidates with local strategies for working with special populations, such as students with emphasis on working with students who are English language learners. Additionally, we provide candidates with data-based performance assessments, each of which must show that they are able to meet the needs of students from their practicum classroom.

Idaho State University (4355)

Prepare candidates to respond to the needs of the local education agency (LEA) or state where the program completers are likely to be employed, based on analysis of hiring trends

Yes

Prepare candidates closely aligned with the needs of schools and the instructional settings for which candidates are being prepared

Yes

Prospective Special Education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective Special Education teachers are prepared to provide instruction to students from low-income families

Yes

Prospective Special Education teachers are prepared to provide instruction to students from low-income families

Yes

Prospect e te c ers re prep red to effect ely te c n urb n nd rur l sc ools, s ppl c ble.

Yes

Descr be your nst tut on's most successful str teg es n meet ng t e ssur nces l sted bo e:

Te c er prep r t on courses re des gned n coll bor t on w t loc l educ t on genc es n sout e stern ld o to meet t e dent f ed needs of t e loc l educ t on gents. bout 95% of our te c er c nd d tes re from ld o. Upon progr m complet on, typ c lly 93% or more of ll t e progr m completers seek te c er cert f c t on n ld o. Our prep r t on progr ms re l gned to t e ld o Core Te c er St nd rds. T e courses n spec lty re s were des gned n coll bor t on w t pr ct c ng te c ers n t e spec lty f elds. T e coursework reflects bot t e ld o en ncement st nd rds nd t e n t on l st nd rds requ red for te c ers n t e spec lty re s. ll progr ms re re ewed on n on-go ng b s s t roug mult ple p rtners p coll bor t ons nd nter ct ons. ___ ll te c er prep r t on progr ms requ re t t students complete core courses or equ lents. One of t e core courses, SPED 3350: Des gn ng Inclus e Cl ssrooms (3 cred ts), s des gned to prep re prospect e te c ers to pro de nstruct on to c ldren w t d s b l t es nd to pro de nstruct on to l m ted Engl s prof c ent students. Ot er courses, suc s EDUC 2201: De elopment nd Ind du l D fference (3 cred ts); EDUC 2204: F m l es, Commun t es, Cultures (3 cred ts), prep re t e progr m p rt c p nts to pro de nstruct on to c ldren from low- ncome f m l es nd d erse cultur l b ckgrounds. T e content nd tr n ng pro ded by t e bo e-l sted courses re begun n EDUC 3308: Found t ons of Educ t on l Knowledge, Pl nn ng, nd ssessment (3 cred ts) nd EDUC 4408: Pre-Interns p F eld Exper ence Sem n r (3 cred ts). Mus c educ t on nd spec l educ t on requ re equ lent courses. EDUC 3308 nd EDUC 4408 pro de tr n ng n pl nn ng for nstruct on, del ery of nstruct on, nd t e ssessment of le rn ng, nclud ng ow to te c effect ely n bot urb n nd rur l sc ools. T s course requ res extens e f eld exper ences n p rtners p sc ools, nclud ng super sed pr ct ce te c ng exper ences nd t e ggreg t on nd d s ggreg t on of mp cts on student le rn ng. ___IfA spec lty progr m does not requ re one of t e l sted core courses, t e progr m offers n equ lent course for t e r c nd d tes n t e spec lty re progr m. ll te c er c nd d tes e dd t on l exper ences pply ng t e knowledge nd sk lls le rned n t ese courses dur ng t e r semester-long student-te c ng nterns ps. ___Selected cooper t ng te c ers nd selected p rtners p sc ools s re respons b l ty for t e prep r t on nd e lu t on of our c nd d tes. T ey work w t our c nd d tes to ensure qu l ty opportun t es for our c nd d tes to le rn t e sk lls necess ry to be successful entry-le el te c ers. Impro ements to t e des gn nd del ery of f eld nd cl n c l exper ences s ccompl s ed t roug ongo ng commun c t on between t e Off ce of F eld Exper ences nd super ntendents, pr nc p ls, te c ers nd un ers ty personnel. sur ey of bu ld ng p rtners s conducted nnu lly. Our model for cl n c l exper ence nd t e process of ssessment s l gned w t t e C rlotte D n elson (2011) Fr mework for Te c ng. ___T e M T progr m s n onl ne progr m w t c nd d tes re com ing from cross t e st te. T e cl n c l exper ences ppen n t e re t e c nd d te l es, w c n ld o, s pr mar ly rur l. Persons complet ng ll of t e te c er prep r t on progr ms n t e College of Educ t on re requ red to t ke core courses or equ lents. One of t e core courses, SPED 5550: Des gn ng Inclus e Cl ssrooms (3 cred ts), s des gned to prep re prospect e te c ers to pro de nstruct on to c ldren w t d s b l t es nd to pro de nstruct on to l m ted Engl s prof c ent students. A

Idaho State University - Alt (4355)

Progr m prep r t on responds to t e dent f ed needs of t e loc l educ t on l genc es or st tes w ere t e progr m completers re l kely to te c , b sed on p st r ng nd recru tment trends.

Yes

Prep r t on s closely l nked w t t e needs of sc ools nd t e nstruct on l dec s ons new te c ers f ce n t e cl ssroom.

Yes

Prospect e spec l educ t on te c ers re prep red n core c dem c subjects nd to nstruct n core c dem c subjects.

Yes

Prospect e gener l educ t on te c ers re prep red to pro de nstruct on to students w t d s b l t es. A

Yes

Prospec e eneral educa on eachers are prepared o pro de ns ruc on o l m ied En l sh prof c en s uden s.

Yes

Prospec e eneral educa on eachers are prepared o pro de ns ruc on o s uden s from low- ncome fam l es.

Yes

Prospec e eachers are prepared o effec ely each n urban and rural schools, as appl cable.

Yes

Descr be your ns u on's mos successful s ra e es n mee n he assurances l s ed abo e:

o he ex en poss ble, persons pursu n n al eacher cer f ca on under he Al erna e Au hor za on Con en -Spec al s rou e (hereaf er referred o as al erna e rou e cer f ers) are expec ed o ake he same educa on courses requ red of eacher cand da es n he rad onal rou e pro rams. When course schedules do no perm i hem o re s er for he re ularly offered rad onal courses, he al erna e rou e cer f ers re s er for ndependen s udy courses ha address he same con en and requ re he same assessmen s (w h m nor adjus men s o ake n o accoun he r employmen con ex s). Ins ruc on for he ndependen s udy courses and mee n s w h he ass ned course ns ruc ors are arran ed ou s de of school me, bu he al erna e rou e cer f ers can comple e course ass nmen s w h n he con ex s of he r each n placemen s. he need for ndependen s udy coursework has been reduced somewha by he number of re ular eacher prepara on courses ha are now offered onl ne n he e en n or asynchronously. ___ eacher prepara on courses are des ned n collabora on w h local educa on a enc es n sou heas ern Idaho o mee he den f ed needs of he local educa on a en . Our prepara on pro rams are al ned o he Idaho Core eacher S andards. he courses n spec al y areas were des ned n collabora on w h prac c n eachers n he spec al y f elds. As s a ed n he repor for our rad onal rou e pro ram, he coursework reflec s bo h he Idaho enhancemen s andards and he na onal s andards requ red for eachers n he spec al y areas. All pro rams are re ewed on an on- o n bas s hrou h mul ple par nersh p collabora ons and n erac ons. ___All eacher prepara on pro rams requ re ha s uden s comple e core courses or equ alen s. One of he core courses, SPED 3350: Des n n Inclus e Classrooms (3 cred s), s des ned o prepare prospec e eachers o pro de ns ruc on o ch ldren w h d sab l es and o pro de ns ruc on o l m ied En l sh prof c en s uden s. O her courses, such as EDUC 2201: De elopmen and Ind dual D fferences; EDUC 2204: Fam l es, Commun es, Cul ures (3 cred s), prepare he pro ram par c pan s o pro de ns ruc on o ch ldren from low- ncome fam l es and d erse cul ural back rounds. he con en and ra n n pro ded by he abo e-l s ed courses s ex ended n EDUC 4408 (pre ously EDUC 3309: Ins ruc onal Plann n , Del ery, and Assessmen (6 cred s)). EDUC 4408 pro des ra n n n plann n for ns ruc on, ns ruc on, and he assessmen of learn n , nclud n how o each effec ely n bo h urban and rural schools. h s course requ res ex ens e f eld exper ences n par nersh p schools, nclud n super sed prac ce each n exper ences and he a re a on and d sa re a on of mpac s on s uden learn n . ___When under radua e al erna e rou e cer f ers ake EDUC 4493, he f eld placemen s are n he classrooms where hey are he eachers of record. School d s r c super sors ser e n he place of coopera n eachers. An ass ned un ers y super sor/men or from he rad onal eacher prepara on pro ram works w h he al erna e rou e cer f ers o ensure qual y oppor un es o learn he sk lls necessary o be successful en ry-le el eachers. ___If a spec al y pro ram does no requ re one of he l s ed core courses, he pro ram offers an equ alen course for he r cand da es (bo h rad onal rou e and al erna e rou e) n he spec al y area pro ram. All eacher cand da es and al erna e rou e cer f ers ha e add onal exper ences apply n he knowled e and sk lls learned n hese courses dur n he r semes er-lon s uden each n n ernsh ps. Al erna e rou e cer f ers comple e he r s uden each n n ernsh ps n he r own classrooms n T he r each n placemen s.

Lewis-Clark State College (4385)

Pro ram prepara on responds o he den f ed needs of he local educa onal a enc es or s a es where he pro ram comple ers are l kely o each, based on pas h r n and recru men rends.

Yes T

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ratio ' i ' o 'e ý l ƙed ẇith ťhe ' eed ' of ' hoo ' a 'd ťhe' i' 'tru ťio 'a 'de ĺ ib ' ew ťea ħe'r 'fa 'e i' ťhe' ' a ' roomh. '

Ye' '

Prb þe ťive 'pe ťa 'edu' 'atio ' tea' ħe'r' 'are þreparèd' i' ' orè á 'ademħi ubjé ť 'a 'd ťo i' 'tru ť i ' ore á 'aďemi ubjé ť .'

Ye'

Prb þe ťive ġe' 'era 'eďu' 'atio ' tea ħe'r' 'are þrèþ'a'rèd' ťo þrovide i' 'tru ťio ' to ' tude ť ẇith ďi ábĩ ltie '.

Ye'

Prb þe ťive ġe' 'era 'eďu' 'atio ' tea ħe'r' 'are þrèþ'a'rèd' ťo þrovide i' 'tru ťio ' to ťmited' E 'g i' ĥ þrofi ie ť tude ť .'

Ye'

Prb þe ťive ġe' 'era 'eďu' 'atio ' tea ħe'r' 'are þrèþ'a'rèd' ťo þrovide i' 'tru ťio ' to ' tude ť ťrom ow-ĺ 'ome fam'i ie '.

Ye'

Prb þe ťive ťea' ħer' 'arè þrepared ťo èffe ťive ý ťea' ĥ i' ťurba ' a 'd ťurà ' hoo ', a ' ap'þ' i' áb' é.

Ye'

Dé ribe' ýour i' ' titutĩo ' mo t ťu ' e ' fu ' tratèġĩé ' i ťmeeti' ġ ťhe' à ' urà ' e ' i teď ábove: '

Sévera ' trateġie ' haVe bee ' mo t effe ' tive i' ĥe þi ' ġ ú ' meet the' 'e á ' ura ' e '. 1) Our fú ł-time fa ťu ty þarti ' iþate i' ťhe ' up'ervi 'io ' of ĺ ' ter' ' o ťhe'y' are á ťive ý é 'ga'ġe'ď i' ' hoo ' a d árè áwárè 'of' ťurre ť i ' ' ue' ' fa ĺ ġ ťhe' ' hoo' ' omħmu ity. 2) Our 'a 'diďaťe ' exťe ' ive èxpe'rie ' e ' i ťhe fie ď wórki ġ ẇith ' tude ť 'a d á year- o 'g i' ter' ' hiþ i' ťur e' éme tary þrògràmh are ƙey é éme t ĺ þrepari ġ óur 'a 'diďaťe ' to be' effe ' tive' a ' roòmh tea ħe'r .' Our Sé 'o 'da'rý 'a 'diďaťe ' omp etė 'a ' eme ter ' ò 'g i' ťer' ' hip. 'l 'aďditĩo ', b'etwée' ' 50-100' ĥoůr 'of' ' i i' á 'exþerie ' e i' ťhe ' hoo ' are omp eted þrĩor tò ťhe' C l i' á 1 ťer' ' hiþ èxþerie ' e i' 'boťh ťhe é éme tarý á 'd ' e 'o 'da'rý þrograms. '

Lewis-Clark State College - Alt (4385) '

Prògràmh 'prèpa'ratĩo ' re 'þo' 'd ' to ťhe ide' 'tified' ' eed ' of the 'o 'a 'eďu 'atĩo 'a 'ag'e' ' ie ' or 'tatė ' wh'ere ťhe' þrogram omħp etèr' 'are ĺke ý ťo ťea' ĥ, 'ba' 'ed o ' pa' ť hiri ġ á 'd ŕe ťuitme t tŕe 'd '.

Ye'

Prèpa'ratio ' i ' o 'e ý l ƙed ẇith ťhe ' eed ' of ' hoo ' a 'd ťhe' i' 'tru ťio 'a 'de ĺ ib ' ew ťea ħe'r 'fa 'e i' ťhe' ' a ' roomh.

Ye'

Prb þe ťive 'pe ťa 'edu' 'atio ' tea' ħe'r' 'are þreparèd' i' ' orè á 'ademħi ubjé ť 'a 'd ťo i' 'tru ť i ' ore á 'aďemi ubjé ť .'

Ye' '

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts w th d sab l t es.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to l m ted E l sh prof c e t stude ts.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts from low- come fam l es.

Yes

Prospect e teachers are prepared to effect ely teach urba a d rural schools, as appl cable.

Yes

Descr be your st tut o 's most successful strate es meet the assura ces l sted abo e:

e eral strate es ha e bee most effect e help us meet these assura ces. 1) Our full-t me faculty part c pate the super s o of ter s so they are act ely e a ed schools a d are aware of curre t ssues fac the school commu ty. 2) Our ca d dates' are asked to d ffere t ate the r lesso s based o stude ts the r classroom. If the ca d date does ot ha e a stude t that meets the cr ter a, they S e s f ca t deta l how they would cha e the r lesso f they had a stude t. The alter at e pro ram s based o project based assessme t a d ca d dates must show e de ce of lear a d successful methods of classroom struct o before complet o s ra ted. S

Northwest Nazarene University (4544)

Pro ram preparat o respo ds to the de t f ed eeds of the local educat o al a e c es or states where the pro ram completers are l kely to teach, based o past h r a d recru tme t tre ds.

Yes

Preparat o s closely l ked w th the eeds of schools a d the struct o al dec s o s ew teachers face the classroom.

Yes

Prospect e spec al educat o teachers are prepared core academ c subjects a d to struct core academ c subjects.

NA S

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts w th d sab l t es.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to l m ted E l sh prof c e t stude ts. S

Yes C

Prospec Ce Cenical edUCa 6nCeacheCCare prepared6 UPo Cle 6sOUc 6nC6 sCUden sCfrom lowCcoCme famOlesC

Yes

Prospec Ce 6aC6ersCare prepared 6 effecCelyC eaC6 6 Urban and rural schools, as applicable C

Yes

DesCr be Cour rsCU 6n's rOos Cucces Cful Cr6 eC es 6 rOee 6 CheCsCura6ces lCeUCabo e: CC

1. Depar6men Cha6Cand Cl n6al Plac6men D re6Cor6 6sely6 on 6r de6Cfied needs of local Educa 6nal E6nCes and rec u 6men 6nd6Cr6Crens. Th6se 6ens are d6Cussed6 Cl Cus6Cer6C 6 Found a 6ns of Educa 6n, 6 rOdu6Con Co Teach rC, and S Cud6Cer6Cteach rC Se in a2C Our pOC ram s are field based Qo ram w 6 o er 100 hOUrs of fieldexpe6nce 6 he schools pr6r 6 6e6 6ens pe year o sUd6 Cea6 rC Cemes e.C. Dep6Cmen fac l y w6Ck d rec l, wC 6 sUd6nCeacher Cand coopera 6 Ceache Cs 6 6eCschools 6 keep Cabreas 6f Cs ues and 6ed Cs6ey are fac rCCS Uden sC a rC 6s 6 6ou C ssues and 6eedsC6rou 6 n erac 6n Cw 6 fe6-Cas6 coopera 6 Ceache Cand w 6 fac l y, bo l-rOe and adjunc , rC pro Cam Cc urse w6Ck. The sec6ndary sUden Cea6her p6Cemen 6pera es as a pr6fess6nal pa rn6rshp rOde C3. Pros pe6Cve elemen ary and sec6ndary Ea6Cers re6e 6 Ca rOC n pro 6 rC nsC6 6n 6 6h l6ren (Se6ond6ry and E6Cel6men ary) • EDUC C4460/4465 6Cl6 6 Ass6Cmen 6nd6 6 er 6n 6 Read C (Elemen ary) • KINE C3100 Adap ed Phys6cal Educa 6n (Se6Cond6ry) • Con6n 6 Cra n Se6Cond6ry Class6Cooms – Inc Udes STOP ra rOC Can6Cul cul Ural 6 ld Expe6Ce (Se6Cond6ry) • EDUC C3240 Elemen ary Class6Croom Mana6Cmen 6 perspe6Cves (Se6Cond6ry) • Cers (pr6Ce6C (Elemen ary) 5 CPros pec Ce elemen ary and sec6ndary Ea6Cers re6e 6 Ca rOC n pro 6 rC nsC6 6n 6 6h l6ren w6Ch Cs Uden sC n 6e6 6ollowC6 Cours es6C 6 rela6Ced fi ld Expe6Ces • EDUC C3240/3245 6Cl6 Elemen ary Class6Croom Mana6Cmen 6 perspec Ces on a6C Cers (pr6Ce6C (Elemen ary) • EDUC C2250 Cul ural D Cers C (Se6Cond6ry and Elemen ary) • EDUC C3310/3315/3316 Teach rC En Csh Lan Ua6e Learners (Elemen ary and Se6Cond6ry) • EDUC C3750 Class6Croom Mana6Cmen 6 Se6Cond6ry Sc6ols (Se6Cond6ry) 6 CPros pe6Cve elemen ary and sec6ndary Ea6Cers re6e 6 Ca rOC n pro 6 rC nsC6 6n 6 s Ud6C6 6 rUral and 6Cl6an sc6ols 6 6e6 6ens 6 6e6 6ens Cours es6C 6 rela6Ced fi ld expe6Ces • EDUC C1100 Int rOdUc6on 6 Educa 6n (Elemen ary and Se6Cond6ry) • EDUC C2960 6 rOdUc6on 6 Ins rUc6onal Des6Cn (Elemen ary and Se6Cond6ry) • EDUC 1125/C125 Fo6Cused 6Cns6C Teach rC (Elemen ary and Se6Cond6ry) 7 CF eld Expe6Ces Ca e at ned w 6 course con6en 6n6 6Cn6Cmon Cu6comes are de el6ped 6 par rnersh p w 6 fi ld Expe6Cences par6ers. C

Northwe6s6C Nazare6e U6Cversity - A1C (4544) C

Pro Cam Cprepara6on 6n respon6Cs 6 6e 6e6Ced6Needs of 6e local Educa 6nal a 6nc es Cat s6Ces where 6e Cpro Cam comple es Ca e lCely 6 Ea6C, based on Cas6 rC Cand rec u 6men 6ens.

Yes

Prepara 6n6Cs6closely C6Cked w 6 6e needs Cof schools and 6e6Cs rUc6on6Cec s6Cn Cw6Cea6e6s fac 6 6e6Cclass6Croom C

Yes

Pros pec Ce spec al Educa 6n 6n6Ca6e6Ca e prepared6 6 6re a6ade mic Cubjec sCand 6 6s rUc6on 6 re a6ade mic Cubjec sC

NACC

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts w th d sab l t es.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to l m ted E l sh prof c e t stude ts.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts from low- come fam l es.

Yes

Prospect e teachers are prepared to effect ely teach urba a d rural schools, as appl cable.

Yes

Descr be your st tut o 's most successful strate es meet the assura ces l sted abo e:

. Departme t Cha r a d Cl cal Placeme t D rector closely mo tor de t f ed eeds of local educat o al a e c es a d recru tme t a d h r tre ds. These tre ds are d scussed w th stude ts Fou dat o s of Educat o , l troduct o to Teach , a d Stude t Teach Sem i ar 2. Our pro ram s a f eld-based pro ram w th o er 25 hours of f eld exper e ce 1 the schools pr or to the ter sh p year or stude t teach semester. Departme t faculty work d rectly w th stude t teachers a d cooperat teachers the schools to keep abreast of ssues a d eeds they are fac . Stude ts a s ht about ssues a d eeds throu h teract o s w th f eld-based cooperat teachers a d w th faculty, both full-t me a d adju ct, pro ram coursework. The seco dary stude t teacher placeme t operates as a profess o al part ersh p model. 3. Prospect e eleme tary a d seco dary teachers rece e tra pro d struct o to ch ldre w th d sab l t es the follow courses w th related f eld exper e ces: • EDUC 3 50/3 55/754 Educat o of Except o al Ch ldre (Seco dary a d Eleme tary) • EDUC 4460/4465/7460 Assessme t a d l ter e t o Read (Eleme tary) • KINE 0 0 Adapted Phys cal Educat o (Seco dary K es olo y Majors) 4. Prospect e eleme tary a d seco dary teachers rece e tra pro d struct o to l mited E l sh prof c e t stude ts the follow courses w th related f eld exper e ces: • EDUC 2250 Cultural D ers ty Educat o (Seco dary a d Eleme tary) • EDUC 33 0/33 5/733 1Teach E l sh La ua e Lear ers (Eleme tary a d Seco dary) • EDUC 34 0 E l sh La ua e Lear ers a d Co te t L teracy Seco dary Classrooms – cludes SIOP tra a d mult cultural f eld exper e ce (Seco dary) • EDUC 3240 Eleme tary Classroom Ma a eme t – perspect es o d ers ty project (Eleme tary) 5. Prospect e eleme tary a d seco dary teachers rece e tra pro d struct o to stude ts from low- come fam l es the follow courses w th related f eld exper e ces: • EDUC 3240/3245/7240 Eleme tary Classroom Ma a eme t – perspect es o a d ers ty project (Eleme tary) • EDUC 2250 Cultural D ers ty Educat o (Seco dary a d Eleme tary) • EDUC 33 0/33 5/733 1Teach E l sh La ua e Lear ers (Eleme tary a d Seco dary) • EDUC3750 Classroom Ma a eme t Seco dary Schools (Seco dary) 6. Prospect e eleme tary a d seco dary teachers rece e tra 1 pro d struct o to stude ts rural a d urba schools the follow courses w th related f eld exper e ces: • EDUC 00 l troduct o to Educat o (Eleme tary a d Seco dary) • EDUC 2960 l troduct o to l struct o al Des (Eleme tary a d Seco dary) • EDUC 25 Fou dat o s of Teach (Eleme tary a d Seco dary) 7. F eld exper e ces are al ed w th course co te t a d commo outcomes are de eloped 1 part ersh p w th f eld exper e ce part ers.

Teach for America-Idaho (Title 2 Only) - Alt (4061)

Pro ram preparat o respo ds to the de t f ed eeds of the local educat o al a e c es or states where the pro ram completers are l kely to teach, based o past h r a d recru tme t tre ds.

Yes

Preparat o s closely l ked w th the eeds of schools a d the struct o al dec s o s ew teachers face the classroom.

Yes 1

Prospect e spec educ t on te chers re prep red n core c dem c subjects nd to nstruct n core c dem c subjects.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students w th d s b t es.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to m ted Eng sh prof c ent students.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students from ow- ncome f m i es.

Yes

Prospect e te chers re prep red to effect e y te ch n urb n nd rur schoo s, s pp c b e.

Yes

Descr be your nst tut on's most successfu str teg es n meet ng the ssur nces sted bo e

Summer tr n ng s p rt of pr ct cum exper ence, ongo ng 1 1 co ch ng, ongo ng group profess on de e opment nd e rn ng, m an g ng c nd d tes to comp ete st te nter m cert f c t on requ rements (ICLC nd TMT) nd dd t on 6 cred ts or equ ent hours of cont nu ng educ t on cred ts gned : w th content nd ld ho te ch ng st nd rds.

The College of Idaho (4060)

Progr m prep r t on responds to the dent f ed needs of the oc educ t on genc es or st tes where the progr m comp eters re ke y to te ch, b sed on p st h r ng nd recru tment trends.

Yes

Prep r t on s c ose y nked w th the needs of schoo s nd the nstruct on dec s ons new te chers f ce n the c ssroom.

Yes

Prospect e spec educ t on te chers re prep red n core c dem c subjects nd to nstruct n core c dem c subjects.

NA

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students w th d s b t es.

Yes :

Prospect e e eral educat o teachers are prepared to pro de struct o to l m ted E l sh prof c e t stude ts.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts from low- come fam l es.

Yes

Prospect e teachers are prepared to effect ely teach urba a d rural schools, as appl cable.

Yes

Descr be your st tut o 's most successful strate es meet the assura ces l sted abo e:

mbers of the Educat o Departme t stay curre t all ew le slat o a d pol c es by atte d b -mo thly meet s for the Idaho State Departme t of Educat o /Dea 's a d D rector's meet (called IACTE), as well as the mo thly Idaho Re o III Super te de t's meet s. Re ular departme t pro ram e aluat o a d exter al re ew s part of Colle e of Idaho's se e year accred tat o cycle. All of the full t me faculty the educat o departme t re ularly super se ter s, so we are prese t K-12 schools o a re ular bas s. Add t o ally, those same faculty struct the methods a d cohort sem i ar classes dur ter s' stude t-teach year. Faculty members ha e ser ed o state a d at o al cou c ls a d commiss o s, a d task-forces related to educat o al pol cy a d accred tat o . There are mult ple cl cal exper e ces that ca d dates complete a ar ety of K-12 sett s as u der raduates before they be the r year-lo ter sh p. All stude ts complete a Teach Except o al Ch ldre course a d ha e opportu t es to work w th spec al eeds stude ts cl cal exper e ces, a d must work w th IEP/504s dur full year ter sh p. The Teach a D erse Soc ety course stresses culturally respo s e teach , clud strate es to meet the eeds of d erse populat o s (stude ts from po erty a d LEP). Ca d dates ha e a ar ety of cl cal placeme ts the r u der raduate pro ram a d the year-lo ter sh p cludes mult ple placeme ts. G i e our locat o rural Idaho, the area we do least well s prepar ca d dates to teach a urba e ro me t. Ca d dates et exper e ce lar e a d small schools, but they would ot M ecessar ly be class f ed as urba .

University of Idaho (4843)

Pro ram preparat o respo ds to the de t f ed eeds of the local educat o al a e c es or states where the pro ram completers are l kely to teach, based o past h r a d recru tme t tre ds.

Yes

Preparat o s closely l ked w th the eeds of schools a d the struct o al dec s o s ew teachers face the classroom.

Yes

Prospect e spec al educat o teachers are prepared core academ c subjects a d to struct core academ c subjects.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts w th d sab l t es.

Yes M

Prospect e e eral educat o teachers are prepared to pro de struct o to l m ited E l sh prof c e t stude ts.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts from low- come fam l es.

Yes

Prospect e teachers are prepared to effect ely teach urba a d rural schools, as appl cable.

Yes

Descr be your st tut o 's most successful strate es meet the assura ces l sted abo e:

he EPP act ely part c pates the Idaho Assoc at o of Colle es of eacher Educat o (IAC E) a d e a es w th cl cal part ers to u de pro rams throu h ts ECC Committee a d eacher Educat o Ad sory Board. hrou h these e dea ors, the EPP collects feedback from cl cal part ers a d te rates that data as appropr ate to ts curr culum des a d re s o . Pr or to placeme t or raduat o , pro ram coursework a d faculty e sure that ca d dates are prepared a d able to pass rele a t Prax s exams pr or to placeme t or raduat o . Add t o ally, the EPP prepares ca d dates to work w th stude ts w th d sab l t es s a part of ts educat o core coursework, a d aspects of d ers ty, clud eth c t es, eo raphy, a d soc oeco om cs, are te rated throu hout preparat o coursework a d cl cal exper e ces. h s cludes work w th r bal schools, ter sh ps mult ple sett s - urba , rural, d erse & low- come areas. T

SECTION II O M E FO MANCE

Program Performance

Each state must conduct an assessment to identify low-performing teacher preparation programs, and must provide an annual list of low-performing programs and those at risk of bein lo performin (these pro rams are to be identified in Section I. List of ro rams.) States are also required to describe the
s s n ni mi n n e ci s r s s e o a
l l)

- c t t e
  s s s t k c
- In a k il
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  o o e t k s s r h k co tt l
  n e n a e l mp e ss d r ten
  s es t or a e c n e s o
  f n s o e n e e e t e o e e n
  t t r leti e or a a e ssi n k
  a n s
  l s

e tat c k ri e a es i
c k c s k

v c k

Pr k k k k rating k k hat res k lt k in a "low k performing k k k gn k k k on: k ex k Pr k bation k k

☑	**Pass rates on state assessments** Provide the pass rate benchmark that results in an "at risk" designation: Below 70% Provide the pass rate benchmark that results in a "low-performing" designation: Below 70% Benchmark: 60%
☐	**Other** Provide the measures used: Ex: GPA in content area coursework Benchmark/data ex: Average GPA of 3.0
☑	**Indicators of program participants' teaching skills (ex: checklist, practicum evaluations)** Provide the measure used: Ex: Student teaching evaluation scores Benchmark/data ex: Average score of 3/5 Benchmark: 90%
☐	**Increasing professional development opportunities for teachers** Provide the measure used: Ex: Number of PD courses offered Benchmark/data ex: 5 courses
☐	**Improving K-12 student academic achievement** Provide the measure used: Ex: Student growth on assessments Benchmark/data ex: Average gain of 30 points
☐	**Raising the standards for entry into the teaching profession** Provide the measures used: Ex: Required minimum GPA Benchmark/data ex: Minimum GPA of 3.0

☑ t	**Other Criteri** s, d scrib : Annual P r ormanc M easur s or Educa ion Pr para ion Provid rs Compl r E c iv n ss on Pro ssional Prac ic (B nchmark: 90%) Th p rc n ag o ach rs o r cord and compl rs who sign d an daho aching con rac in h ir irs ar a r compl ion w r ligibl or and ob ain d h daho Pro ssional Endors m en . P rsis nc in an daho Local Educa ion Ag nc (B nchmark: 70%) Th p rc n ag o ach rs o r cord and compl rs who sign d an daho aching con rac in h ir irs ar a r compl ion working ull- im e in an daho Local Educa ion Ag nc who p rsis or hr ars. t

SECTION III TE C IN C EDENTI LS

Teaching Credentials

Teachers Credentialed

Provide the total number of persons receiving an initial teaching credential in the state, and the subset of those who completed their teacher preparation programs in another state. (§205(b)(1)(H))

To al number of persons receiving an ini ial eaching creden ial in he s a e	2073 t
Subse of persons receiving an ini ial eaching creden ial in he s a e who comple ed heir eacher preparation program in ano her s a e t	1140

Credential Requirements

List each teaching credential (certificate, license or other currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. Note that this section is intended to capture the types of credentials offered in each state, and not the subject areas of the credentials. (§205(b)(1)(A)) t

Credential	Update
Alternati e Authorizat ion - Content Specialist t	
Alternative Authorizat ion t - Teacher to Hold New Certificate t	
Alternative Authorizat ion t - Teacher to Hold Ad ditional Endorsement	
American Indian Tribal Language Certificate	
Emergency Provisional Authorization	
Interim Certificate - Out of State	
Junior ROTC Instructor Certificate	

SECTION I ST N S N C ITE I

Standards and Criteria d

Complete the following questions regarding teacher standards and criteria for an initial teaching credential in your state. (§205(b)(1)(B), §205(b)(1)(C)) d

1 s the state evelope stan ar s that prospective teachers must meet in or er to attain an initial teacher cre ential?

Yes
No d

r i l d

No

3 e there istinct state teacher stan ar s for early chil hoo e ucation (birth through age 6)? d

Yes
No

4. e there istinct state teacher stan ar s for early elementary e ucation (gra es K-3)?

Yes

i i

N

No

8. Were the stan ar s of any national organizations use , mo ifie or reference in the evelopment of the state teacher stan ar s? d

Yes
No

f yes, check all that apply:

- [x] INTASC
- [ ] NCATE
- [ ] CAEP
- [ ] NNPTS
- [ ] Specialized Professional Associations (SPAs) d
- [ ] Other (describe):

9. Specify where there are state teacher stan ar s for the following specific teaching fiel s an gra e levels. (A any a itional teaching d fiel s in your state at the bottom of the list.)

Teaching field	A l levels	Grade-Specific Standards				Add/ Delete
		Earl ld d d	Grades	Grades d 6	Middl g ade	Se ondar g ade	
	s N d	s N	N	s d N d	s N d	s N	

Teaching field	All levels c	Grade-Specific Standards c					Add/ Delete c
		Early childhood c	Grades c K-3	Grades c 4-6	Middle c grades c	Secondary grades c	
Bilingual education, ESL c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Civics/ government c	No	No	No	No	Yes / No	Yes / No	
Economics c	No	No	No	No	Yes / No	Yes / No	
English language arts c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Foreign language c	No	No	Yes / No	Yes / No	Yes / No	Yes / No	
Geography	No	No	No	No	Yes / No	Yes / No	
History c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Mathematics c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Science	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Social studies c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Special c education c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Technology in c teaching c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Vocational/ c technical c education c	No	No	No	No	Yes / No	Yes / No	
Comprehensive Literacy Standards	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Ethics Standard c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	
Idaho Tribes Standard c	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	

10. Provc c c crptonofth r b bty oc cv t cty ofth t cchr c t fc t onc c cl cn ur c c ment, c n c myoth r t t c t fc t onc n l c n ur r qur ment .

The tea c her ertifi ation c and li ensure assessment has ut scores that the tea c her andidate must meet in order to pass the assessment. c Changes in ut s ores go through a state pro ess fa ilitated by the Professional Standards Commission and submitted to the State Board of Edu ation for a tion. Tea her andidates must meet the appli able standards, ertifi ation requirements, and preparation program requirements. The edu ator preparation programs are reviewed by the state every seven years and publi programs are required to be a redited. The state re ognizes CAEP and AAQEP as a reditors for edu ator preparation providers. These requirements lead to the reliability and validity of the tea her ertifi ation and li ensure assessment requirements. c

11. Descr e t e assessments and requ rements descr ed a ve al gned t t e State's c alleng ng academ ic c ntent standards requ red under sect n 1111( )(1) f ESEA, and, as a l ca le, early learn ng standards f r early c ld d educat n r grams?

The assessments and requirements described above align with the state's challenging academic content standards required under section 1111(b)(1) of ESEA, and, as applicable, early learning standards for early childhood education programs because the state has set rigorous p requirements that must be met along with local level requirements required by the educator preparation provider. The educator preparation programs have entrance requirements, course requirements, program completion requirements, and a background check that must be met before an institutional recommendation is provided on behalf of the teacher candidate. p

SECTION SS TES

Assessment Information

Note: I the in ormation looks accurate, please mark the page as complete and save.

Program Type	Assessment Code	Assessment	Test Company	Low Score	High Score	Cut Score
Traditional	ETS0570	AGRICULTURE	Educational Testing Service (ETS)	100	200	147
Traditional	ETS0511	ART: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	151
Traditional	ETS0526	BIOLOGY	Educational Testing Service (ETS)	100	200	154
Traditional	ETS0235	BIOLOGY: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	139
Traditional	ETS0101	BUSINESS EDUCATION: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	148
Traditional	ETS0245	CHEMISTRY: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	139
Traditional	ETS0025	EARLY CHILDHOOD EDUCATION	Educational Testing Service (ETS)	100	200	156
Traditional	ETS0571	EARTH AND SPACE SCIENCES	Educational Testing Service (ETS)	100	200	154
Traditional	ETS0571	EARTH AND SPACE SCIENCES: PRAXIS	Educational Testing Service (ETS)	100	200	144
Traditional	ETS7811	ELEMENTARY EDUCATION: MATHEMATICS	Educational Testing Service (ETS)	100	200	150
Traditional	ETS7812	ELEMENTARY EDUCATION: READING LANGUAGE ARTS	Educational Testing Service (ETS)	100	200	161
Traditional	ETS7814	ELEMENTARY EDUCATION: SCIENCE	Educational Testing Service (ETS)	100	200	154
Traditional	ETS7815	ELEMENTARY EDUCATION: SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	161
Traditional	ETS0069	ELEMENTARY EDUCATION: MULTIPLE SUBJECT MATHEMATICS	Educational Testing Service (ETS)	100	200	157
Traditional	ETS0002	ELEMENTARY EDUCATION: MULTIPLE SUBJECT READING LANGUAGE ARTS	Educational Testing Service (ETS)	100	200	157
Traditional	ETS0565	ELEMENTARY EDUCATION: MULTIPLE SUBJECT SCIENCE	Educational Testing Service (ETS)	100	200	159
Traditional	ETS0041	ELEMENTARY EDUCATION: MULTIPLE SUBJECT SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	155

Program Type	Test Code	Test Name	Test Company	Low Score	High Score	Cut Score
Traditional	ETS5038	ENGLISH LANGUAGE ARTS: Content Knowledge	Educational Testing Service (ETS)	100	200	167
Traditional	ETS5362	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Educational Testing Service (ETS)	100	200	155
Traditional	ETS5122	FAMILY AND CONSUMER SCIENCES	Educational Testing Service (ETS)	100	200	153
Traditional	ETS5174	FRENCH: WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	156
Traditional	ETS0435	GENERAL SCIENCE: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	149
Traditional	ETS5436	GENERAL SCIENCE	Educational Testing Service (ETS)	100	200	141
Traditional	ETS5921	GEOGRAPHY	Educational Testing Service (ETS)	100	200	153
Traditional	ETS5183	GERMAN: WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	157
Traditional	ETS5931	GOVERNMENT/POLITICAL SCIENCE	Educational Testing Service (ETS)	100	200	149
Traditional	ETS5551	HEALTH EDUCATION	Educational Testing Service (ETS)	100	200	155
Traditional	ETS5224	JOURNALISM	Educational Testing Service (ETS)	100	200	158
Traditional	ETS5165	MATHEMATICS	Educational Testing Service (ETS)	100	200	159
Traditional	ETS5161	MATHEMATICS: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	160
Traditional	ETS5047	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	Educational Testing Service (ETS)	100	200	164
Traditional	ETS5164	MIDDLE SCHOOL MATHEMATICS	Educational Testing Service (ETS)	100	200	157
Traditional	ETS5169	MIDDLE SCHOOL MATHEMATICS	Educational Testing Service (ETS)	100	200	165
Traditional	ETS5442	MIDDLE SCHOOL SCIENCE	Educational Testing Service (ETS)	100	200	152
Traditional	ETS5089	MIDDLE SCHOOL SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	149
Traditional	ETS0113	MUSIC: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	148
Traditional	ETS5091	PHYSICAL EDUCATION: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	143

Program Type	Test Code	Test Name	Test Company	Low Score	High Score	Cut Score
Traditional	ETS5266	PHYSICS	Educational Testing Service (ETS)	100	200	145
Traditional	ETS5265	PHYSICS: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	129
Traditional	ETS5391	PSYCHOLOGY	Educational Testing Service (ETS)	100	200	154
Traditional	ETS5302	READING SPECIALIST	Educational Testing Service (ETS)	100	200	165
Traditional	ETS5301	READING SPECIALIST	Educational Testing Service (ETS)	100	200	164
Traditional	ETS5543	SCIENCE: MIDDLE GRADES MODERATE ABILITY	Educational Testing Service (ETS)	100	200	153
Traditional	ETS5692	SECONDARY SCHOOL EARLY CHILDHOOD EARLY ADOLESCENCE/EARLY ADULTHOOD	Educational Testing Service (ETS)	100	200	159
Traditional	ETS5691	SECONDARY SCHOOL EARLY CHILDHOOD	Educational Testing Service (ETS)	100	200	159
Traditional	ETS0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	150
Traditional	ETS5952	SOCIOLOGY	Educational Testing Service (ETS)	100	200	154
Traditional	ETS5195	SPANISH: WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	163
Traditional	ETS5206	TEACHING READING: K-6	Educational Testing Service (ETS)	100	200	156
Traditional	ETS5051	TECHNOLOGY EDUCATION	Educational Testing Service (ETS)	100	200	154
Traditional	ETS5641	THEATRE	Educational Testing Service (ETS)	100	200	148
Traditional	ETS5941	WORLD AND U.S. HISTORY CK6	Educational Testing Service (ETS)	100	200	141
Alternative pathway IHE-based	ABC0001	BIOLOGY	American Board for Certification of Teacher Excellence	0	500	266
Alternative pathway IHE-based	ETS5236	BIOLOGY	Educational Testing Service (ETS)	100	200	154
Alternative pathway IHE-based	ETS0235	BIOLOGY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	139
Alternative pathway IHE-based	ABC0002	CHEMISTRY	American Board for Certification of Teacher Excellence	0	500	285

Program Type	Test Code	Test Name	Test Company	Low Score	High Score	Cut Score
Alternative, not IHE-based	ETS 5246	CHEMISTRY	Educational Testing Service (ETS)	100	200	146
Alternative, not IHE-based	ETS 5003	ELEMENTARY MULTIPLE SUBJECT MATHEMATICS	Educational Testing Service (ETS)	100	200	157
Alternative, not IHE-based	ETS 5002	ELEMENTARY MULTIPLE SUBJECT READING LANGUAGE ARTS	Educational Testing Service (ETS)	100	200	157
Alternative, not IHE-based	ETS 5005	ELEMENTARY MULTIPLE SUBJECT SCIENCE	Educational Testing Service (ETS)	100	200	159
Alternative, not IHE-based	ETS 5004	ELEMENTARY MULTIPLE SUBJECT SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	155
Alternative, not IHE-based	ABCT 0003	ENGLISH LANGUAGE ARTS	American Board for Certification of Teacher Excellence	0	500	270
Alternative, not IHE-based	ETS 5038	ENGLISH LANGUAGE ARTS Chk	Educational Testing Service (ETS)	100	200	167
Alternative, not IHE-based	ABCT 0004	GENERAL SCIENCE	American Board for Certification of Teacher Excellence	0	500	251
Alternative, not IHE-based	ETS 5436	GENERAL SCIENCE	Educational Testing Service (ETS)	100	200	141
Alternative, not IHE-based	ABCT 0005	MATHEMATICS	American Board for Certification of Teacher Excellence	0	500	272
Alternative, not IHE-based	ETS 5165	MATHEMATICS	Educational Testing Service (ETS)	100	200	159
Alternative, not IHE-based	ABCT 0006	MULTIPLE SUBJECT EXAMINATION	American Board for Certification of Teacher Excellence	0	500	271
Alternative, not IHE-based	ABCT 0007	PHYSICS	American Board for Certification of Teacher Excellence	0	500	258
Alternative, not IHE-based	ABCT 0008	PROFESSIONAL TEACHING KNOWLEDGE	American Board for Certification of Teacher Excellence	0	500	257
Alternative, not IHE-based	ABCT 0012	READING	American Board for Certification of Teacher Excellence	0	500	305
Alternative, not IHE-based	ETS 5543	SEVERE AND MILD TO MODERATE	Educational Testing Service (ETS)	100	200	153
Alternative, not IHE-based	ABCT 0009	SPECIAL EDUCATION	American Board for Certification of Teacher Excellence	0	500	278

rogram Type	Code	Title	Certification	Low Score	High Score	Cut Score
Alternative Preparation IHE-based	ABAC0010	U.S. HISTORY	American Board for Certification of Teacher Excellence	0	500	278
Alternative Preparation IHE-based	ABAC0011	WORLD HISTORY	American Board for Certification of Teacher Excellence	0	500	265
Alternative Preparation IHE-based	ETAS6134	AGRICULTURE CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	151
Alternative Preparation IHE-based	ETAS0235	BIOLOGY CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	139
Alternative Preparation IHE-based	ETAS6181	BUSINESS EDUCATION CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	148
Alternative Preparation IHE-based	ETAS6652	COMPUTER SCIENCE	Education and Training Services (ETS)	100	200	149
Alternative Preparation IHE-based	ETAS6025	EARLY CHILDHOOD EDUCATION	Education and Training Services (ETS)	100	200	156
Alternative Preparation IHE-based	ETAS7813	ELEMENTARY EDUCATION MATHEMATICS	Education and Training Services (ETS)	100	200	150
Alternative Preparation IHE-based	ETAS7812	ELEMENTARY EDUCATION READING AND LANGUAGE ARTS	Education and Training Services (ETS)	100	200	161
Alternative Preparation IHE-based	ETAS7814	ELEMENTARY EDUCATION SCIENCE	Education and Training Services (ETS)	100	200	154
Alternative Preparation IHE-based	ETAS7815	ELEMENTARY EDUCATION SOCIAL STUDIES	Education and Training Services (ETS)	100	200	161
Alternative Preparation IHE-based	ETAS6093	ELEMENTARY EDUCATION MULTIPLE SUBJECT MATHEMATICS	Education and Training Services (ETS)	100	200	157
Alternative Preparation IHE-based	ETAS6092	ELEMENTARY EDUCATION MULTIPLE SUBJECT READING AND LANGUAGE ARTS	Education and Training Services (ETS)	100	200	157
Alternative Preparation IHE-based	ETAS6095	ELEMENTARY EDUCATION MULTIPLE SUBJECT SCIENCE	Education and Training Services (ETS)	100	200	159
Alternative Preparation IHE-based	ETAS6094	ELEMENTARY EDUCATION MULTIPLE SUBJECT SOCIAL STUDIES	Education and Training Services (ETS)	100	200	155
Alternative Preparation IHE-based	ETAS6038	ENGLISH LANGUAGE ARTS CK	Education and Training Services (ETS)	100	200	167
Alternative Preparation IHE-based	ETAS6362	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Education and Training Services (ETS)	100	200	155
Alternative Preparation IHE-based	ETAS6122	FAMILY AND CONSUMER SCIENCES	Education and Training Services (ETS)	100	200	153
Alternative Preparation IHE-based	ETAS0435	GENERAL SCIENCE CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	149

Program Type	meta Code	meta	Target Campaign	Lower Score	High Score	Cut Score
Alternative/Middle-based	ETS65436	GENERAL SCIENCE	Education and Training Services (ETS)	100	200	141
Alternative/Middle-based	ETS65931	GOVERNMENT AND POLITICS SCIENCE	Education and Training Services (ETS)	100	200	149
Alternative/Middle-based	ETS65551	HEALTH EDUCATION	Education and Training Services (ETS)	100	200	155
Alternative/Middle-based	ETS65165	MATHEMATICS	Education and Training Services (ETS)	100	200	159
Alternative/Middle-based	ETS65161	MATHEMATICS CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	160
Alternative/Middle-based	ETS65047	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	Education and Training Services (ETS)	100	200	164
Alternative/Middle-based	ETS65164	MIDDLE SCHOOL MATHEMATICS	Education and Training Services (ETS)	100	200	157
Alternative/Middle-based	ETS65169	MIDDLE SCHOOL MATHEMATICS	Education and Training Services (ETS)	100	200	165
Alternative/Middle-based	ETS65442	MIDDLE SCHOOL SCIENCE	Education and Training Services (ETS)	100	200	152
Alternative/Middle-based	ETS65089	MIDDLE SCHOOL SOCIAL STUDIES	Education and Training Services (ETS)	100	200	149
Alternative/Middle-based	ETS80113	MUSIC CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	148
Alternative/Middle-based	ETS65091	PHYSICAL EDUCATION CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	148
Alternative/Middle-based	ETS65543	SPEECH AND HEARING IMPAIRMENTS MODERATE/SEVERE	Education and Training Services (ETS)	100	200	153
Alternative/Middle-based	ETS65692	SPECIAL EDUCATION: EARLY CHILDHOOD EARLY ADOLESCENCE/YOUNG ADULT	Education and Training Services (ETS)	100	200	159
Alternative/Middle-based	ETS65691	SPECIAL EDUCATION: PREK-GRADE 6 EARLY CHILDHOOD	Education and Training Services (ETS)	100	200	159
Alternative/Middle-based	ETS80081	SOCIAL STUDIES CONTENT KNOWLEDGE	Education and Training Services (ETS)	100	200	159
Alternative/Middle-based	ETS65195	SPANISH WORLD LANGUAGE	Education and Training Services (ETS)	100	200	163
Alternative/Middle-based	ETS65221	SPEECH-LANGUAGE COMMUNICATION: CHILD	Education and Training Services (ETS)	100	200	143
Alternative/Middle-based	ETS65641	THEATRE	Education and Training Services (ETS)	100	200	148
Alternative/Middle-based	ETS65941	WORLD LANGUAGE: SPANISH CHILD	Education and Training Services (ETS)	100	200	141

SECTION SS TES

Traditional Assessment Pass Rates

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Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score e	Number passing tests	Pass e rate (%)	State Average passrate (%)	State Average e scaled score
Boise State Universit	ET	All program completers, 2022-23	1	e	e	e	e	
Boise State Universit	ET CONTENT KNOWLEDGE	All completers who have completed all	9	e	e	e	94	168
Boise State Universit	ET CONTENT KNOWLEDGE	Other completers	2	e	e	e	83	160
Boise State Universit	ET CONTENT KNOWLEDGE	All program completers, 2022-23	6	e	e	e	100	160
Boise State Universit	ET CONTENT KNOWLEDGE	All program completers, 2021-22	9	e	e	e	100	166
Boise State Universit	ET CONTENT KNOWLEDGE	All program completers, 2020-21	8	e	e	e	100	167
Boise State Universit	ET BIOLOGY e	All completers who have completed all	1	e	e	e	e	
Boise State Universit	ET BIOLOGY	Other completers	2	e	e	e	71	160
Boise State Universit	ET BIOLOGY CONTENT KNOWLEDGE	Other completers	1	e	e	e	e	
Boise State Universit	ET BIOLOGY CONTENT KNOWLEDGE	All program completers, 2022-23	8	e	e	e	100	168
Boise State Universit	ET BIOLOGY CONTENT KNOWLEDGE	All program completers, 2021-22	4	e	e	e	100	168
Boise State Universit	ET BIOLOGY CONTENT KNOWLEDGE	All program completers, 2020-21	10	170	10	100	100	164
Boise State Universit	ET CONTENT KNOWLEDGE e	All program completers, 2022-23	2	e	e	e	e	

Program	CIP code - CIP Assessment Name	Group	Number of Graduates	Avg. Salary	Number of Graduates	Graduates Employed (%)	Standard Error of Employed (%)	Standard Error of Salary
Boise State University (4018)	ETS 0245 - CHEMISTRY CONTENT KNOWLEDGE	All Programs Completers, 2021-22	2					
Boise State University (4018)	ETS 5652 - COMPUTER SCIENCE	Other Enrolled Students	1					
Boise State University (4018)	ETS 5652 - COMPUTER SCIENCE	All Programs Completers, 2020-21	1					
Boise State University (4018)	ETS 5025 - EARLY CHILDHOOD EDUCATION	All Enrolled Students who have not completed all Induction	2				00	75
Boise State University (4018)	ETS 5025 - EARLY CHILDHOOD EDUCATION	Other Enrolled Students	2					
Boise State University (4018)	ETS 5025 - EARLY CHILDHOOD EDUCATION	All Programs Completers, 2022-23	1				00	76
Boise State University (4018)	ETS 5025 - EARLY CHILDHOOD EDUCATION	All Programs Completers, 2021-22	3				00	75
Boise State University (4018)	ETS 5025 - EARLY CHILDHOOD EDUCATION	All Programs Completers, 2020-21	2				00	76
Boise State University (4018)	ETS 5572 - EARTH AND SPACE SCIENCES	Other Enrolled Students	1					
Boise State University (4018)	ETS 5572 - EARTH AND SPACE SCIENCES	All Programs Completers, 2022-23	1					
Boise State University (4018)	ETS 5571 - EARTH AND SPACE SCIENCES - CK	All Enrolled Students who have not completed all Induction	1					
Boise State University (4018)	ETS 5571 - EARTH AND SPACE SCIENCES - CK	All Programs Completers, 2022-23	1					
Boise State University (4018)	ETS 5571 - EARTH AND SPACE SCIENCES - CK	All Programs Completers, 2021-22	1					
Boise State University (4018)	ETS 5571 - EARTH AND SPACE SCIENCES - CK	All Programs Completers, 2020-21	3				1	69
Boise State University (4018)	ETS 5911 - ECONOMICS	Other Enrolled Students	1					

Program	Code - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Passing (%)	State Average passing (%)	State Average scaled score
Boise State University (4018)	ETS5911 - ECONOMICS	All program completers, 2021-22	1					
Boise State University (4018)	ETS7813 - ELEM ED CKT: MATHEMATICS	All enrolled students who have not completed all in clinical	82	71	2	00	00	70
Boise State University (4018)	ETS7813 - ELEM ED CKT: MATHEMATICS	Other enrolled students	63	65	4	6	6	65
Boise State University (4018)	ETS7813 - ELEM ED CKT: MATHEMATICS	All program completers, 2022-23	41	69	1	00	8	67
Boise State University (4018)	ETS7813 - ELEM ED CKT: MATHEMATICS	All program completers, 2021-22	1				00	71
Boise State University (4018)	ETS7813 - ELEM ED CKT: MATHEMATICS	All program completers, 2020-21	1				00	68
Boise State University (4018)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All enrolled students who have not completed all in clinical	82	74	2	00	00	74
Boise State University (4018)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	Other enrolled students	67	69	3	9	8	69
Boise State University (4018)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All program completers, 2022-23	41	74	1	00	8	73
Boise State University (4018)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All program completers, 2021-22	1				00	76
Boise State University (4018)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All program completers, 2020-21	1				00	77
Boise State University (4018)	ETS7814 - ELEM ED CKT: SCIENCE	All enrolled students who have not completed all in clinical	82	80	2	00	00	80
Boise State University (4018)	ETS7814 - ELEM ED CKT: SCIENCE	Other enrolled students	65	75	1	4	4	75
Boise State University (4018)	ETS7814 - ELEM ED CKT: SCIENCE	All program completers, 2022-23	41	78	1	00	8	77
Boise State University (4018)	ETS7814 - ELEM ED CKT: SCIENCE	All program completers, 2021-22	1				00	81

Program	Assessment Name	Group	Number Taking	Avg. Scaled Score	Number Passing	Passing Rate (%)	State Average Passing Rate (%)	State Average Scaled Score
Boise State University (4001)	ETS7814 - ELEMED CKT: SCIENCE	All program completers, 2020-21	1				00	80
Boise State University (4001)	ETS7815 - ELEMED CKT: SOCIAL STUDIES	All enrolled students who have completed all in one	82	73	2	00	00	73
Boise State University (4001)	ETS7815 - ELEMED CKT: SOCIAL STUDIES	Other enrolled students	67	67	9	3	4	67
Boise State University (4001)	ETS7815 - ELEMED CKT: SOCIAL STUDIES	All program completers, 2022-23	41	72	1	00	8	73
Boise State University (4001)	ETS7815 - ELEMED CKT: SOCIAL STUDIES	All program completers, 2021-22	1				00	75
Boise State University (4001)	ETS7815 - ELEMED CKT: SOCIAL STUDIES	All program completers, 2020-21	1				00	76
Boise State University (4001)	ETS5003 - ELEMED MULTI SUBJ MATHEMATICS	All enrolled students who have completed all in one	28	76	7	6	1	76
Boise State University (4001)	ETS5003 - ELEMED MULTI SUBJ MATHEMATICS	Other enrolled students	18	65	4	8	4	73
Boise State University (4001)	ETS5003 - ELEMED MULTI SUBJ MATHEMATICS	All program completers, 2022-23	67	78	7	00	9	78
Boise State University (4001)	ETS5003 - ELEMED MULTI SUBJ MATHEMATICS	All program completers, 2021-22	121	81	21	00	7	79
Boise State University (4001)	ETS5003 - ELEMED MULTI SUBJ MATHEMATICS	All program completers, 2020-21	106	79	06	00	8	79
Boise State University (4001)	ETS5002 - ELEMED MULTI SUBJ READING LANG ARTS	All enrolled students who have completed all in one	28	71	8	00	8	72
Boise State University (4001)	ETS5002 - ELEMED MULTI SUBJ READING LANG ARTS	Other enrolled students	19	65	3	8	6	68
Boise State University (4001)	ETS5002 - ELEMED MULTI SUBJ READING LANG ARTS	All program completers, 2022-23	67	75	7	00	9	74
Boise State University (4001)	ETS5002 - ELEMED MULTI SUBJ READING LANG ARTS	All program completers, 2021-22	122	74	22	00	9	73

Program	Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Passing rate (%)	State Average passing rate (%)	State Average scaled score
Boise State University (4018)	ETS5002 - ELEM ED MULTI SUBJ READING & LANG ARTS	All program completers, 2020-21	106	73	06	00	9	73
Boise State University (4018)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All enrolled students who have completed all clinicals	28	72	8	00	8	74
Boise State University (4018)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	Other enrolled students	16	63		6	3	69
Boise State University (4018)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2022-23	67	74	7	00	8	74
Boise State University (4018)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2021-22	122	73	22	00	9	75
Boise State University (4018)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2020-21	106	72	05	9	9	73
Boise State University (4018)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All enrolled students who have completed all clinicals	28	67	8	00	3	68
Boise State University (4018)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	Other enrolled students	18	58		0	9	66
Boise State University (4018)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2022-23	67	69	7	00	9	71
Boise State University (4018)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2021-22	122	70	22	00	8	71
Boise State University (4018)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2020-21	106	68	05	9	8	69
Boise State University (4018)	ETS7803 - ELEMENTARY EDUCATION: MATHEMATICS CKT	All program completers, 2020-21	1					
Boise State University (4018)	ETS7802 - ELEMENTARY EDUCATION: READING AND LANG ARTS CKT	All program completers, 2020-21	1					
Boise State University (4018)	ETS7804 - ELEMENTARY EDUCATION: SCIENCE CKT	All program completers, 2020-21	1					

Prograi	odi - i Assissime i ame i	Groupi	Numb r aki ig s s i	Avgi. s ali d sori i	Numb r paissi g s s i	Passi rai (%) i	S a Avi iragi paissiraii (%) i	S a Avi iragi s ali d s iori i
Boi sei State i Univers ty i(40i18) i	ETS7805 i- ELEMENTARY EDUCATION: SOCIALi STUDIES	Alli progiram coimpletieris, i i 2020i-21i	1 i					
Boi sei State i Univers ty i(40i18) i	ETS5038i-ENGLISH LANGUAGE ARTS: CK i	Alli enirolled i studeinits iwhoi haivei coimpleted allinoinicl i	1 i				6 i	79 i
Boi sei State i Univers ty i(40i18)	ETS5038i-ENGLISH LANGUAGE ARTS: CK i	Otheir ienirolled i studeinits i	14i i	77i i	2 i	6 i	8 i	78i i
Boi sei State i Univers ty i(40i18) i	ETS5038i-ENGLISHi LANGUAGE ARTS: CK i	Alli progiram coimpletieris, i i 2022i-23i	23i i	79i i	3 i	00	00	80
Boi sei State i Univers ty i(40i18) i i	ETS5038i-ENGLISH LANGUAGE ARTS: CK	Alli progiram coimpletieris, i i 2021i-22i	30i	78i i	9 i	7 i	9 i	80
Boi sei State i Univers ty i(40i18) i	ETS5038i-ENGLISH LANGUAGE ARTS: CK i	Alli progiram coimpletieris, i 2020i-21i	26i i	80i	6 i	00	00	80
Boi sei State i Univers ty i(40i18) i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHER i LANGUAGES	Alli enirolled i studeinits iwhoi haivei coimpleted allinoinicl i	9 i				00	71 i
Boi sei State i Univers ty i(40i18) i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHER i LANGUAGES	Otheir ienirolled i studeinits i	4 i				4 i	70i
Boi sei State i Univers ty i(40i18) i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHER i LANGUAGES	Alli progiram coimpletieris, i i 2022i-23i	10i	78i i	0	00	00	77i
Boi sei State i Univers ty i(40i18) i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHER i LANGUAGES	Alli progiram coimpletieris, i 2021i-22i	7 i				7 i	75i
Boi sei State i Univers ty i(40i18) i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHER i LANGUAGES	Alli progiram coimpletieris, i i 2020i-21i	12i i	70i	2 i	00	00	73i
Boi sei State i Univers ty i(40i18) i	ETS5174i-FRENCHi WORLD LANGUAGEi	Alli progiram coimpletieris, i i 2022i-23i	2					
Boi sei State i Univers ty i(40i18) i	ETS5174i-FRENCHi WORLD LANGUAGEi	Alli progiram coimpletieris, i 2021i-22i	1					
Boi sei State i Univers ty i(40i18) i	ETS0435i-GENERALi SCIiCONTENTi KNOWLEDGE	Alli enirolled i studeinits iwhoi haivei coimpleted allinoinicl i	1 i					
Boi sei State i Univers ty i(40i18) i i	ETS0435i-GENERALi SCIiCONTENTi KNOWLEDGEi	Otheir ienirolled i studeinits ii	1					

Prograi	odi- i Assissime i ame i	Groupi	Numb r aki ig s s	Avgi. s ali d siori	Numb r paisi g s s	Paissi rai (%)	S a Avi iragi paisiirai (%)	S a Avi iragi s ali d siori
Boi sei State i Univeristy (40i18)	ETS0435i-GENERALi SCI CONTENTi KNOWLEDGE	Alli piogiami coimpletieis, i i 2020i-21i	1				00	68i
Boi sei State i Univeristy (40i18)	ETS5436i-GENERALi SCIENCE	Alli piogiami coimpletieis,i 2021i-22i	1 i					
Boi sei State i Univeristy (40i18)	ETS5183i-GERMAN WORLD LANGUAGEi	Otheiieiiolledi studeiitsi	2					
Boi sei State Univeiisty (40i18)i i	ETS5183i-GERMAN WORLD LANGUAGEi	Alli piogiami coimpletieis, i 2022i-23i	1 i					
Boi sei State i Univeristy (40i18)	ETS5931i-GOVERNMENT POLITICAL SCIENCE	Otheiieiiolledi studeiitsi	4 i					
Boi sei State i Univeristy (40i18)	ETS5931i-GOVERNMENT POLITICAL SCIENCE	Alli piogiami coimpletieis, i i 2022i-23i	1 i				00	64 i
Boi sei State i Univeristy (40i18)	ETS5931i-GOVERNMENT i POLITICAL SCIENCE	Alli piogiami coimpletieis, i 2021i-22i	5 i				5 i	65i
Boi sei State i Univeristy (40i18)	ETS5931i-GOVERNMENT POLITICAL SCIENCE	Alli piogiami coimpletieis, i i 2020i-21i	8 i				00	70i
Boi sei State i Univeristy (40i18)	ETS5551i-HEALTH i EDUCATION i	Alli eiiolledi studeiitsiwhoi haiveicoimpletied allinioinicli	3					
Boi sei State i Univeristy (40i18)	ETS5551i-HEALTH EDUCATION i	Otheiieiiolledi studeiitsi	1 i				3 i	61 i
Boi sei State Univeiisty (40i18)i i	ETS5551i-HEALTH EDUCATION i	Alli piogiami coimpletieis,i i 2022i-23i	11 i	69i i	1 i	00	00	68 i
Boi sei State i Univeristy (40i18)	ETS5551i-HEALTH EDUCATION i	Alli piogiami coimpletieis, i i 2021i-22i	9 i				4 i	65i
Boi sei State i Univeristy (40i18)	ETS5551i-HEALTH EDUCATION i	Alli piogiami coimpletieis, i 2020i-21i	8 i				5 i	67i
Boi sei State i Univeristy (40i18)	ETS5165i-MATHEMATICS i	Alli eiiolledi studeiitsiwhoi haiveicoimpletied allinioinicli	6 i				3 i	75i
Boi sei State i Univeristy (40i18)i i	ETS5165i-MATHEMATICS i	Otheiieiiolledi studeiitsii	3 i				7 i	75i

Program	Assessment Period	Group	Number taking assessment	Avg. scaled score	Number passing	Passing rate (%)	State Average passing rate (%)	State Average scaled score
Boise State University (4001)	ETS 5165 - MATHEMATICS	All program completers, 2022-23	11	179	11	100	94	177
Boise State University (4001)	ETS 5165 - MATHEMATICS	All program completers, 2021-22	4					
Boise State University (4001)	ETS 5161 - MATHEMATICS CONTENT KNOWLEDGE	Other enrolled students	2					
Boise State University (4001)	ETS 5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2021-22	1				100	169
Boise State University (4001)	ETS 5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2020-21	3				97	166
Boise State University (4001)	ETS 5047 - MIDDLE SCHOOL ENGLANG ARTS	All enrolled students who have completed all in cohort	6				98	164
Boise State University (4001)	ETS 5047 - MIDDLE SCHOOL ENGLANG ARTS	Other enrolled students	1					
Boise State University (4001)	ETS 5047 - MIDDLE SCHOOL ENGLANG ARTS	All program completers, 2022-23	2				97	165
Boise State University (4001)	ETS 5047 - MIDDLE SCHOOL ENGLANG ARTS	All program completers, 2021-22	1				97	168
Boise State University (4001)	ETS 5047 - MIDDLE SCHOOL ENGLANG ARTS	All program completers, 2020-21	2				99	170
Boise State University (4001)	ETS 5164 - MIDDLE SCHOOL MATHEMATICS	All enrolled students who have completed all in cohort	16	175	16	100	98	174
Boise State University (4001)	ETS 5164 - MIDDLE SCHOOL MATHEMATICS	Other enrolled students	8				93	172
Boise State University (4001)	ETS 5164 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	19	169	19	100	96	169
Boise State University (4001)	ETS 5169 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1					

Programi	Assessment Methodi	Groupi	Numberi	Averagi	Numberi	Passi	Standard Deviationi	Standard Deviationi
Boise State Universityi (4018)i	ETS 5169 - MIDDLE SCHOOL MATHEMATICS	All programi completersi, i 2021-22i	26i	751i	6i	00	7i	75i
Boise State Universityi (4018)i	ETS 5164 - MIDDLE SCHOOL MATHEMATICS	All programi completersi, i 2021-22i	1i				2i	66i
Boise State Universityi (4018)i	ETS 5164 - MIDDLE SCHOOL MATHEMATICS	All programi completersi, i 2020-21i	2					
Boise State Universityi (4018)i	ETS 5169 - MIDDLE SCHOOL MATHEMATICS	All programi completersi, i 2020-21i	15i	771i	4	3i	7i	77i
Boise State Universityi (4018)i	ETS 5442 - MIDDLE SCHOOL SCIENCEi	All enrolledi studentsi who hadi completedi all initiali	2i					
Boise State Universityi (4018)	ETS 5442 - MIDDLE SCHOOL SCIENCEi	Other enrolledi studentsi	3					
Boise State Universityi (4018)i	ETS 5442 - MIDDLE SCHOOL SCIENCEi	All programi completersi, i 2022-23i	1i					
Boise State Universityi (4018)i	ETS 5089 - MIDDLE SCHOOL SOCIALi STUDIES	All enrolledi studentsi who hadi completedi all initiali	5i				7i	63i
Boise State Universityi (4018)i	ETS 5089 - MIDDLE SCHOOL SOCIALi STUDIES	All programi completersi, i 2022-23i	3i				7i	64i
Boise State Universityi (4018)i	ETS 5089 - MIDDLE SCHOOL SOCIALi STUDIES	All programi completersi, i 2021-22i	2i				6i	65i
Boise State Universityi (4018)i	ETS 5089 - MIDDLE SCHOOL SOCIALi STUDIES	All programi completersi, i 2020-21i	2i				7i	68i
Boise State Universityi (4018)i	ETS 0113 - MUSIC CONTENTi KNOWLEDGE	All enrolledi studentsi who hadi completedi all initiali	1i				2i	65i
Boise State Universityi (4018)i	ETS 0113 - MUSIC CONTENTi KNOWLEDGE	Other enrolledi studentsi	4i				3i	71i
Boise State Universityi (4018)i	ETS 0113 - MUSIC CONTENTi KNOWLEDGE	All programi completersi, i 2022-23i	8i				00	69i
Boise State Universityi (4018)i i	ETS 0113 - MUSICi CONTENTi KNOWLEDGEi	All programi completersi, i 2021-22i i	12i i	71i	2i	00	00	70i

Prograi	odi- i Assissime i ame i	Groupi	Numb r aki ig s s i	Avg.i s ali d s iori	Numb r paissi g s s i	Passi rai i (%) i	S a Avi iragi paissiraii (%)	S a Avi iragi s ali d s iori
Bo sei State i Univers ty i (40 18) i	ETS0113 -MUSIC CONTENT KNOWLEDGE	All i prog iram i comple ters, i 2020-21 i	9 i				00	70 i
Bo sei State i Univers ty i (40 18) i	ETS5091 i-PHYSICAL ED CONTENT KNOWLEDGE	All i enrolled i studeints wh oi haiveic omplet d all i onic l i	5					
Bo sei State i Univers ty i (40 18) i i	ETS5091 i-PHYSICAL ED CONTENT KNOWLEDGE	All i prog iram i comple ters, i 2022-23 i	12 i i	62 i i	2 i	00	00	60 i
Bo sei State i Univers ty i (40 18) i	ETS5091 i-PHYSICAL ED CONTENT KNOWLEDGE	All i prog iram i comple ters, i i 2021-22 i	9 i				00	58
Bo sei State i Univers ty i (40 18) i	ETS5091 i-PHYSICAL ED CONTENT KNOWLEDGE	All i prog iram i comple ters, i i 2020-21 i	8 i				00	60
Bo sei State i Univers ty i (40 18) i	ETS5266 5 -PHYSICS CONTENT KNOWLEDGE	All i prog iram i comple ters, i 2022-23 i	2					
Bo sei State i Univers ty i (40 18) i	ETS5266 5 i-PHYSICS CONTENT KNOWLEDGE	All i prog iram i comple ters, i 1 i 2020-21 i						
Bo sei State i Univers ty i (40 18) i	ETS5399 1 i-PSYCHOLOGY i	All i prog iram i comple ters, i 1 i 2022-23 i						
Bo sei State i Univers ty i (40 18) i	ETS5399 1 i-PSYCHOLOGY i	All i prog iram i comple ters, i 3 i 2021-22 i						
Bo sei State i Univers ty i (40 18) i	ETS5399 1 i-PSYCHOLOGY i	All i prog iram i comple ters, i 1 i 2020-21 i						
Bo sei State i Univers ty i (40 18) i	ETS5300 2 -READING SPECIALIST i	All i prog iram i comple ters, i i 2022-23 i	9 i				7 i	65 i i
Bo sei State i Univers ty i (40 18) i	ETS5300 2 -READING SPECIALIST i	All i prog iram i comple ters, i 2021-22 i	36 i i	63 i i	9 i	3 i	0	62
Bo sei State i Univers ty i (40 18) i	ETS5300 2 -READING SPECIALIST i	All i prog iram i comple ters, i i 2020-21 i	6 i				3 i	59 i
Bo sei State i Univers ty i (40 18) i	ETS5300 1 -READING SPECIALIST II i	All i prog iram i comple ters, i 2022-23 i	1 i					
Bo sei State i Univers ty i (40 18) i i	ETS5300 1 -READING SPECIALIST II i	All i prog iram i comple ters, i i i 2021-22 i i	12 i	76 i i	2 i	00	00	76 i

Program	Assessment Code - Assessment Name	Group	Number taking assessments	Avg. assessment score	Number passing assessments	Passing rate (%)	State Average passing rate (%)	State Average assessment score
Boise State University (4018)	ETS5301 - READING SPECIALIST Test	All program completers, 2020-21	29	173	8	7	6	75
Boise State University (4018)	ETS5543 - SELECK AND MILDTO MODERATE APPL	All enrolled students who have not completed all clinicals	20	172	0	00	00	72
Boise State University (4018)	ETS5543 - SELECK AND MILDTO MODERATE APPL	Other enrolled students	10	164	0	00	00	65
Boise State University (4018)	ETS5543 - SELECK AND MILDTO MODERATE APPL	All program completers, 2022-23	19	170	9	00	00	72
Boise State University (4018)	ETS5543 - SELECK AND MILDTO MODERATE APPL	All program completers, 2021-22	26	172	6	00	00	72
Boise State University (4018)	ETS5543 - SELECK AND MILDTO MODERATE APPL	All program completers, 2020-21	29	172	9	00	00	72
Boise State University (4018)	ETS5692 - SE: EARLY CHILDHOOD EARLY INTERVENTION	All enrolled students who have not completed all clinicals	1				4	72
Boise State University (4018)	ETS5692 - SE: EARLY CHILDHOOD EARLY INTERVENTION	Other enrolled students	2					
Boise State University (4018)	ETS5692 - SE: EARLY CHILDHOOD EARLY INTERVENTION	All program completers, 2022-23	1					
Boise State University (4018)	ETS5692 - SE: EARLY CHILDHOOD EARLY INTERVENTION	All program completers, 2020-21	1					
Boise State University (4018)	ETS5691 - SE: PRESCHOOL EARLY CHILDHOOD	All enrolled students who have not completed all clinicals	3					
Boise State University (4018)	ETS5691 - SE: PRESCHOOL EARLY CHILDHOOD	Other enrolled students	1					
Boise State University (4018)	ETS5691 - SE: PRESCHOOL EARLY CHILDHOOD	All program completers, 2022-23	7				00	73
Boise State University (4018)	ETS5691 - SE: PRESCHOOL EARLY CHILDHOOD	All program completers, 2021-22	5				00	73
Boise State University (4018)	ETS5691 - SE: PRESCHOOL EARLY CHILDHOOD	All program completers, 2020-21	7				00	73

Prograi	odi - i Assissime i ame i	Groupi	Numb r aki g s s i	Avg. i s ali d s iori	Numb r passi g s s i	Passi rai (%) i	S a Avi rag passisirai (%)	S a Avi rag s ali d s iori
Boise State i University (4018) i	ETS0081 - SOCIAL STUDIES CONTENT KNOWLEDGE i	All enrolled students who have completed all clinicals i	1 i				00	71 i
Boise State i University (4018) i	ETS0081 - SOCIAL STUDIES CONTENT KNOWLEDGE i	Other enrolled students i	1 i				00	67i
Boise State i University (4018) i	ETS5952 - SOCIOLOGY	Il program completers, i 2022-23 i	1 i	A				
Boise State i University (4018) i	ETS5952 - SOCIOLOGY i	Il program completers, i 2021-22 i	1 i	A				
Boise State i University (4018) i	ETS5952 - SOCIOLOGY	Il program completers, i 2020-21 i	7 i	A				
Boise State i University (4018) i	ETS5195 - SPANISH WORLD LANGUAGE i	All program completers, i 2022-23 i	2 i				5 i	70i
Boise State i University (4018) i	ETS5195 - SPANISH WORLD LANGUAGE i	All program completers, i 2021-22 i	4 i				00	77i
Boise State i University (4018) i	ETS5195 - SPANISH WORLD LANGUAGE i	All program completers, i 2020-21 i	6 i				5 i	73i
Boise State i University (4018) i	ETS5221 - SPEECH COMMUNICATION: GK i	All program completers, i 2021-22 i	1 i					
Boise State i University (4018) i	ETS5221 - SPEECH COMMUNICATION: GK	All program completers, i 2020-21 i	3					
Boise State i University (4018) i	ETS5206 - TEACHING READING: K-12 i	All enrolled students who have completed all clinicals i	42 i	65 i	2 i	00	00	65 i
Boise State i University (4018)	ETS5206 - TEACHING READING: K-12 i	Other enrolled students i	7 i				9 i	63i
Boise State i University (4018) i	ETS5206 - TEACHING READING: K-12 i	All program completers, i 2022-23 i	34 i	65 i	4 i	00	00	65 i
Boise State i University (4018) i	ETS5206 - TEACHING READING: K-12 i	All program completers, i 2021-22 i	21 i	64 i	1 i	00	00	65 i
Boise State i University (4018) i i	ETS5206 - TEACHING READING: K-12 i	All program completers, i i 2020-21 i i	4					

Prograi	od i - i Assissime i ame i	Groupi	Numb r aki ig s s i	Avgi. s ali d sior i	Numb r paissi g s s i	Passi rai i (%) i	S a Avi iragi paissiraii (%) i	S a Avi iragi s ali d sior i
Boi sei State i Univers ty i (40 18) i	ETS50 51i - TECHNOLOGY EDUCATION	All progiram coinpletieris, i i 2022i-23i	1 i					
Boi sei State i Univers ty i (40 18) i	ETS50 51i - TECHNOLOGY EDUCATION	All progiram coinpletieris, i 2020i-21i	1 i					
Boi sei State i Univers ty i (40 18) i	ETS564i1 -THEATRE i	ll enirolled i studieints iwhoi haivei coinpleted allinioinicl i	1 i					A
Boi sei State i Univers ty i (40 18)	ETS564i1 -THEATRE i	theirieinrolled i studieints ii	1 i					O
Boi sei State i Univers ty i (40 18) i	ETS564i1 -THEATRE i	ll progiram coinpletieris, i i 2022i-23i	1 i					A i
Boi sei State i Univers ty i (40 18) i	ETS564i1 -THEATRE i	ll progiram coinpletieris, i 2021i-22i	2 i				00	68i i A i
Boi sei State i Univers ty i (40 18) i	ETS564i1 -THEATRE i	ll progiram coinpletieris, i i 2020i-21i	3 i					A i
Boi sei State i Univers ty i (40 18) i	ETS594i1 -WORLD AND U.S. HISTORY CK i	All einrolled i studieints iwhoi haivei coinpleted allinioinicl i	2 i				5 i	61 i
Boi sei State i Univers ty i (40 18)	ETS594i1 -WORLD AND U.S. HISTORY CK i	Otheirieinrolled i studieints ii	12i i	61i i	1 i	2 i	2 i	54 i
Boi sei State i Univers ty i (40 18) i	ETS594i1 -WORLD AND U.S. HISTORY CK i	All progiram coinpletieris, i i 2022i-23i	14i i	64i i	4 i	00	00	63i
Boi sei State i Univers ty i (40 18) i i	ETS594i1 -WORLD AND U.S. HISTORY CK i	All progiram coinpletieris, i 2021i-22i	14i i	58i i	4 i	00	00	60i
Boi sei State i Univers ty i (40 18) i	ETS594i1 -WORLD AND U.S. HISTORY CK i	All progiram coinpletieris, i i 2020i-21i	25i i	62i i	5 i	00	9 i	62i
Brighiainn Youinigi Univers ty i dahioi i (46 57i)	ETS51i3i4i -ART CONTENT i KNOWLEDGE	All enirolled i studieints iwhoi haivei coinpleted allinioinicl i	8 i				4 i	63i
Brighiainn Youinigi Univers ty i dahioi i (46 57i) i	ETS51i3i4i -ART CONTENT i KNOWLEDGE	Otheirieinrolled i studieints i	3 i				3 i	60i
Brighiainn Youinigi Univers ty i dahioi i (46 57i) i i	ETS51i3i4i -ART CONTENT i KNOWLEDGE i	All progiram coinpletieris, i i 2022i-23i i	16 i	69i i	6 i	00	00	69i

Programi	Assessmod i-Assiissmei amei	Groupi	Numbr akiig ssi	Avgi.i salid siori	Numbr paisig ssi	Paissiraii (%) i	Sia Aviiragi paisiiraii (%)	Sia Aviiragi salid siori
Brighiainn Youinig Unversitiy Idaihoi i (46577)i	ETS51134-iART CONTENNT i KNOWLEDGE	Alli pioogiaimn coimpletiers,i 2021i-22i	20i i	67i i	0 i	00i i	00i i	66i
Brighiainn Youinig i Univerisitiy Idaihoi i (46577)i	ETS51134-iART CONTENNT i KNOWLEDGE	Alli pioogiaimn coimpletiers,i 2020i-21i	20i i	67i i	0 i	00i i	00i i	67i
Brighiainn Youinig Unversitiy Idaihoi i (46577)i	ETS52336-iBIOLOGY	their einiroilledi stúdeinits	4 i				1 i	60i Oi
Brighiainn Youinig i Univerisitiy Idaihoi i (46577)i	ETS02365i-iBIOLOGY CONTENNT i KNOWLEDGE	Alli pioogiaimn coimpletiers,i 2022i-23i	5 i				00i i	63 i
Brighiainn Youinig Unversitiy Idaihoi i (46577)i	ETS02365-iBIOLOGY CONTENNT i KNOWLEDGE	Alli pioogiaimn coimpletiers,i 2021i-22i	11 i	68i i	1 i	00i i	00i i	63i
Brighiainn Youinig i Unversitiy Idaihoi i (46577)i	ETS02365i-iBIOLOGY CONTENNT i KNOWLEDGE	Alli pioogiaimn coimpletiers,i 2020i-21i	15i i	63i	5 i	00i i	00i i	64i
Brighiainn Youinig Unversitiy Idaihoi i (46577)i	ETS02445i-iCHEMISTRY CONTENNT i KNOWLEDGE	Alli pioogiaimn coimpletiers,i 2021i-22i	3 i					
Brighiainn Youinig Unversitiy Idaihoi (46577)i	ETS02445i-iCHEMISTRY CONTENNT i KNOWLEDGE	Alli pioogiaimn coimpletiers,i 2020i-21i	3					
Brighiainn Youinigi Unversitiy Idaihoi i (46577)i	ETS50225i-iEARLiY CHILDHOOD EDUCATiION	Alli einiroilledi stúdeints whoi haivei coimpletiedi allinboinicl i	19i i	74i i	9 i	00i i	00i i	75i
Brighiainn Youinig Unversitiy Idaihoi (46577)i	ETS50225i-iEARLiY CHILDHOOD EDUCATiION	Alli pioogiaimn coimpletiers,i 2022i-23 i	26i i	77i i	6 i	00i i	00i i	76i
Brighiainn Youinigi Unversitiy Idaihoi i (46577)i	ETS50225i-iEARLiY CHILDHOOD EDUCATiION	Alli pioogiaimn coimpletiers,i 2021i-22i	13i i	77i i	3 i	00i i	00i i	75i
Brighiainn Youinig Unversitiy Idaihoi (46577)i	ETS50225i-iEARLiY CHILDHOOD EDUCATiIONi	Alli pioogiaimn coimpletiers,i 2020i-21i	31 i	76i i	1 i	00i i	00i i	76i
Brighiainn Youinigi Unversitiy Idaihoi i (46577)i	ETS55172i-iEARTH AND SPACE SCIENCES i	Otheir einiroilledi stúdeinits	3 i					
Brighiainn Youinig Unversitiy Idaihoi i (46577)i	ETS55172i-iEARTH AND SPACE SCIENCES i	Alli pioogiaimn coimpletiers,i 2022i-23i	1					
Brighiainn Youinig Unversitiy Idaihoi i (46577)i i	ETS55771i-iEARTH AND SPACE SCIENCES i- i CK i	Alli pioogiaimn coimpletiers,i 2022i-23i i	3 i					

Program	Code - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Passing rate (%)	State Average passing rate (%)	State Average scaled score
Brigham Young University Idaho (4657)	ETS5571 - EARTH AND SPACE SCIENCES - CK	All program completers, 2021-22	4					
Brigham Young University Idaho (4657)	ETS5571 - EARTH AND SPACE SCIENCES - CK	All program completers, 2020-21	5				1	69
Brigham Young University Idaho (4657)	ETS7813 - ELEM ED CKT: MATH EMATICS	All enrolled students who have not completed all in cohort	2				00	70
Brigham Young University Idaho (4657)	ETS7813 - ELEM ED CKT: MATH EMATICS	All program completers, 2022-23	15	60	4	3	8	67
Brigham Young University Idaho (4657)	ETS7813 - ELEM ED CKT: MATH EMATICS	All program completers, 2021-22	16	72	6	00	00	71
Brigham Young University Idaho (4657)	ETS7813 - ELEM ED CKT: MATH EMATICS	All program completers, 2020-21	14	68	4	00	00	68
Brigham Young University Idaho (4657)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All enrolled students who have not completed all in cohort	2				00	74
Brigham Young University Idaho (4657)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All program completers, 2022-23	15	71	4	3	8	73
Brigham Young University Idaho (4657)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All program completers, 2021-22	16	77	6	00	00	76
Brigham Young University Idaho (4657)	ETS7812 - ELEM ED CKT: READING LANGUAGE ARTS	All program completers, 2020-21	14	77	4	00	00	77
Brigham Young University Idaho (4657)	ETS7814 - ELEM ED CKT: SCIENCE	All enrolled students who have not completed all in cohort	2				00	80
Brigham Young University Idaho (4657)	ETS7814 - ELEM ED CKT: SCIENCE	All program completers, 2022-23	15	75	4	3	8	77
Brigham Young University Idaho (4657)	ETS7814 - ELEM ED CKT: SCIENCE	All program completers, 2021-22	16	82	6	00	00	81
Brigham Young University Idaho (4657)	ETS7814 - ELEM ED CKT: SCIENCE	All program completers, 2020-21	14	80	4	00	00	80

Program	Code - Assessment Name	Group	Number taking assessments	Avg. scale score	Number passing	Passing rate (%)	State Average passing rate (%)	State Average scale score
Brigham Young University Idaho (4657)	ETS17815 - ELEMED CKT: SOCIAL STUDIES	All enrolled students who have ever completed all in code	2				100	73
Brigham Young University Idaho (4657)	ETS17815 - ELEMED CKT: SOCIAL STUDIES	All program completers, 2022-23	15	75	4	3	8	73
Brigham Young University Idaho (4657)	ETS17815 - ELEMED CKT: SOCIAL STUDIES	All program completers, 2021-22	16	75	6	00	00	75
Brigham Young University Idaho (4657)	ETS17815 - ELEMED CKT: SOCIAL STUDIES	All program completers, 2020-21	14	76	4	00	00	76
Brigham Young University Idaho (4657)	ETS15003 - ELEMED MULTI SUBJ MATHEMATICS	All enrolled students who have ever completed all in code	129	77	15	9	1	76
Brigham Young University Idaho (4657)	ETS15003 - ELEMED MULTI SUBJ MATHEMATICS	Other enrolled students	11	80	0	1	4	73
Brigham Young University Idaho (4657)	ETS15003 - ELEMED MULTI SUBJ MATHEMATICS	All program completers, 2022-23	101	78	00	9	9	78
Brigham Young University Idaho (4657)	ETS15003 - ELEMED MULTI SUBJ MATHEMATICS	All program completers, 2021-22	114	77	06	3	7	79
Brigham Young University Idaho (4657)	ETS15003 - ELEMED MULTI SUBJ MATHEMATICS	All program completers, 2020-21	143	79	39	7	8	79
Brigham Young University Idaho (4657)	ETS15002 - ELEMED MULTI SUBJ READING LANG ARTS	All enrolled students who have ever completed all in code	125	73	23	8	8	72
Brigham Young University Idaho (4657)	ETS15002 - ELEMED MULTI SUBJ READING LANG ARTS	Other enrolled students	8				6	68
Brigham Young University Idaho (4657)	ETS15002 - ELEMED MULTI SUBJ READING LANG ARTS	All program completers, 2022-23	101	74	9	8	9	74
Brigham Young University Idaho (4657)	ETS15002 - ELEMED MULTI SUBJ READING LANG ARTS	All program completers, 2021-22	114	74	12	8	9	73
Brigham Young University Idaho (4657)	ETS15002 - ELEMED MULTI SUBJ READING LANG ARTS	All program completers, 2020-21	142	74	40	9	9	73

Program	Code - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Passing (%)	State Average passing (%)	State Average scaled score
Brigham Young University Idaho (4657)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All enrolled students who have ever completed all in one	129	76	26	8	8	74
Brigham Young University Idaho (4657)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	Other enrolled students	10	75		0	3	69
Brigham Young University Idaho (4657)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2022-23	101	74	8	7	8	74
Brigham Young University Idaho (4657)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2021-22	113	77	12	9	9	75
Brigham Young University Idaho (4657)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2020-21	142	75	39	8	9	73
Brigham Young University Idaho (4657)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All enrolled students who have ever completed all in one	126	70	17	3	3	68
Brigham Young University Idaho (4657)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	Other enrolled students	8				9	66
Brigham Young University Idaho (4657)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2022-23	102	72	00	8	9	71
Brigham Young University Idaho (4657)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2021-22	113	72	10	7	8	71
Brigham Young University Idaho (4657)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2020-21	142	71	39	8	8	69
Brigham Young University Idaho (4657)	ETS5038 - ENGLISH LANGUAGE ARTS: ICK	All enrolled students who have ever completed all in one	24	78	1	8	6	79
Brigham Young University Idaho (4657)	ETS5038 - ENGLISH LANGUAGE ARTS: ICK	Other enrolled students	2				8	78
Brigham Young University Idaho (4657)	ETS5038 - ENGLISH LANGUAGE ARTS: ICK	All program completers, 2022-23	28	82	8	00	00	80
Brigham Young University Idaho (4657)	ETS5038 - ENGLISH LANGUAGE ARTS: ICK	All program completers, 2021-22	31	83	1	00	9	80
Brigham Young University Idaho (4657)	ETS5038 - ENGLISH LANGUAGE ARTS: ICK	All program completers, 2020-21	34	82	4	00	00	80

Prograi	Assessment Codei	Groupi	Number of Studentsi	Avg. Scorei	Number Passingi	Passi Rate (%)i	State Average Passing Rate (%)i	State Average Scorei
Brigham Young University-Idaho (46577)	ETS53622-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All enrolled students who have not completed all ninth	23	72	3	00	00	71
Brigham Young University-Idaho (46577)	ETS53622-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Other enrolled students	1				4	70
Brigham Young University-Idaho (46577)	ETS53622-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers, 2022-23	21	75	1	00	00	77
Brigham Young University-Idaho (46577)	ETS53622-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers, 2021-22	20	76	9	5	7	75
Brigham Young University-Idaho (46577)	ETS53622-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers, 2020-21	10	76	0	00	00	73
Brigham Young University-Idaho (46577)	ETS51222-FAMILY AND CONSUMER SCIENCES	All enrolled students who have not completed all ninth	8					
Brigham Young University-Idaho (46577)	ETS51222-FAMILY AND CONSUMER SCIENCES	Other enrolled students	1					
Brigham Young University-Idaho (46577)	ETS51222 -FAMILY AND CONSUMER SCIENCES	All program completers, 2022-23	5					
Brigham Young University-Idaho (46577)	ETS51222-FAMILY AND CONSUMER SCIENCES	All program completers, 2021-22	4					
Brigham Young University-Idaho (46577)	ETS51222-FAMILY AND CONSUMER SCIENCES	All program completers, 2020-21	8					
Brigham Young University-Idaho (46577)	ETS51174-FRENCH WORLD LANGUAGE	All enrolled students who have not completed all ninth	2					
Brigham Young University-Idaho (46577)	ETS51174-FRENCH WORLD LANGUAGE	Other enrolled students	1					
Brigham Young University-Idaho (46577)	ETS51174-FRENCH WORLD LANGUAGE	All program completers, 2022-23	1					
Brigham Young University-Idaho (46577)	ETS51174-FRENCH WORLD LANGUAGE	All program completers, 2021-22	2					
Brigham Young University-Idaho (46577)	ETS04365-GENERAL SOCIAL CONTENT KNOWLEDGE	All program completers, 2022-23	4					

Prograi	odi- i Assissime i ame i	Groupi	Numb r aki g s i	Avgi. s alid siori	Numb r paissi g s i	Passi rai (%) i	Sa Avi iragi paissiraii (%)	Sa Avi iragi s alid siori
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS04i35 i-GENERAL SCIiCONTENINT i KNIOWLEDGE	All progirainn coinpletiers,i 2021i-22i	8 i				00i i	73 i
Brighiainn Youinig i Un veirsity Idaihoi (46i57i)	ETS04i35i-GENERAL SCIiCONTENINT i KNIOWLEDGE	Alli progirainn coinpletiers,i 2020i-21i	8 i				00i i	68i
Brighiainn Youinig Un veirsity Idaihoi i (46i57i) i	ETS54i36 i-GENERAL SCIENICE i	Otheir einiroilleidi stúdeinits	1					
Brighiainn Youinig i Un veirsity Idaihoi i (46i57i) i	ETS54i36 i-GENERALi SCIENICE i	Alli progirainn coinpletiers,i 2022i-23	2					
Brighiainn Youinig Un veirsity Idaihoi i (46i57i) i	ETS59i21i i-GEOGRAPHY i	Alli einiroilleidi stúdeints whoi haivie coinpletiedi allinoinicli	3 i					
Brighiainn Youinig Un veirsity Idaihoi (46i57i) i	ETS59i21i i-GEOGRAPHY i	All progirainn coinpletiers,i 2022i-23	4					
Brighiainn Youinigi Un veirsity Idaihoi i (46i57i) i	ETS59i21i i-GEOGRAPHY i	Alli progirainn coinpletiers,i 2021i-22i	3 i					
Brighiainn Youinig Un veirsity Idaihoi (46i57i) i	ETS59i21i i-GEOGRAPHY i	All progirainn coinpletiers,i 2020i-21i	4					
Brighiainn Youinigi Un veirsity Idaihoi i (46i57i) i	ETS59i31 i-GOVERNMENT i POLITICALi SCIENICE	Alli einiroilleidi stúdeints whoi haivei coinpletiedi allinoinicli	10i i	71i i	0 i	00i i	00i i	71i
Brighiainn Youinig Un veirsity Idaihoi (46i57i) i	ETS59i31 i-GOVERNMENT POLITICALi SCIENICE	All progirainn coinpletiers,i 2022i-23	10i i	58i i	0 i	00i i	00i i	64i
Brighiainn Youinigi Un veirsity Idaihoi i (46i57i) i	ETS59i31 i-GOVERNMENT i POLITICAL SCIENICE	Alli progirainn coinpletiers,i 2021i-22i	10i i	59i i		0 i	5 i	65i
Brighiainn Youinig Un veirsity Idaihoi i (46i57i) i	ETS59i31 i-GOVERNMENT i POLITICALi SCIENICE	All progirainn coinpletiers,i 2020i-21i	4 i				00i i	70i
Brighiainn Youinig Un veirsity Idaihoi (46i57i) i	ETS555i1i-HEALTH EDUiCATiON	All progirainn coinpletiers,i 2020i-21i	1 i				5 i	67i
Brighiainn Youinigi Un veirsity Idaihoi i (46i57i) i	ETS51i65i i-MATHEMATICS i	Alli einiroilleidi stúdeints whoi haivei coinpletiedi allinoinicli	21i i	81i i	0 i	5 i	3 i	75i
Brighiainn Youinig i Un veirsity Idaihoi i (46i57i) i	ETS51i65i i-MATHEMATICS	Otheir einiroilleidi stúdeints i	5 i				7 i	75i

Program	Cod - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Passing (%)	Standard Error passing (%)	Standard Error scaled score
Brigham Young University Idaho (4657)	ETS5165 - MATHEMATICS	All program completers, 2022-23	19	77	7	9	4	77
Brigham Young University Idaho (4657)	ETS5165 - MATHEMATICS	All program completers, 2021-22	2					
Brigham Young University Idaho (4657)	ETS5165 - MATHEMATICS	All program completers, 2020-21	1					
Brigham Young University Idaho (4657)	ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2022-23	1					
Brigham Young University Idaho (4657)	ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2021-22	9				00	69
Brigham Young University Idaho (4657)	ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2020-21	19	68	7	9	7	66
Brigham Young University Idaho (4657)	ETS5047 MIDDLE SCHOOL ENGLANG ARTS	All enrolled students who have not completed all	22	66	6	3	8	64
Brigham Young University Idaho (4657)	ETS5047 MIDDLE SCHOOL ENGLANG ARTS	All program completers, 2022-23	23	65	7	4	7	65
Brigham Young University Idaho (4657)	ETS5047 MIDDLE SCHOOL ENGLANG ARTS	All program completers, 2021-22	38	67	7	1	7	68
Brigham Young University Idaho (4657)	ETS5047 MIDDLE SCHOOL ENGLANG ARTS	All program completers, 2020-21	48	70	1	5	9	70
Brigham Young University Idaho (4657)	ETS5164 MIDDLE SCHOOL MATHEMATICS	All enrolled students who have not completed all	21	73	0	5	8	74
Brigham Young University Idaho (4657)	ETS5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1					
Brigham Young University Idaho (4657)	ETS5164 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	22	67	0	1	6	69
Brigham Young University Idaho (4657)	ETS5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2021-22	19	74	8	5	7	75

Programm	Cod - Assessment Name	Group	Number Taking Assessments	Avg Scaled Score	Number Passing	Passing (%)	State Average Passing (%)	State Average Scaled Score
Brighaim Young University Idaho (46578)	ETS5516 - MIDDLE SCHOOL MATHEMATICS	All programs completers, 2021-22	8				2	66
Brighaim Young University Idaho (46578)	ETS5516 - MIDDLE SCHOOL MATHEMATICS	All programs completers, 2020-21	27	76	6	6	7	77
Brighaim Young University Idaho (46578)	ETS5442 - MIDDLE SCHOOL SCIENCE	All enrolled students who have not completed all or no	2					
Brighaim Young University Idaho (46578)	ETS5442 - MIDDLE SCHOOL SCIENCE	All programs completers, 2022-23	4					
Brighaim Young University Idaho (46578)	ETS5442 - MIDDLE SCHOOL SCIENCE	All programs completers, 2021-22	5				1	73
Brighaim Young University Idaho (46578)	ETS5442 - MIDDLE SCHOOL SCIENCE	All programs completers, 2020-21	6					
Brighaim Young University Idaho (46578)	ETS5440 - MIDDLE SCHOOL SCIENCE	All programs completers, 2020-21	10	66	0	00	00	64
Brighaim Young University Idaho (46578)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All enrolled students who have not completed all or no	26	63	1	1	7	63
Brighaim Young University Idaho (46578)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	Other enrolled students	1				00	65
Brighaim Young University Idaho (46578)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All programs completers, 2022-23	31	65	7	7	7	64
Brighaim Young University Idaho (46578)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All programs completers, 2021-22	31	65	9	4	6	65
Brighaim Young University Idaho (46578)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All programs completers, 2020-21	26	71	6	00	7	68
Brighaim Young University Idaho (46578)	ETS0113 - MUSIC CONTENT KNOWLEDGE	All enrolled students who have not completed all or no	8				2	65
Brighaim Young University Idaho (46578)	ETS0113 - MUSIC CONTENT KNOWLEDGE	Other enrolled students	1				3	71
Brighaim Young University Idaho (46578)	ETS0113 - MUSIC CONTENT KNOWLEDGE	All programs completers, 2022-23	14	68	4	00	00	69

Programi	Assessment Indicator - Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Passing rate (%)	State Average passing rate (%)	State Average scaled score
Brigham Young University Idaho (4657)	ETS0113 - MUSIC CONTENT KNOWLEDGE	All programs completers, 2021-22	24	170	4	00	00	170
Brigham Young University Idaho (4657)	ETS0113 - MUSIC CONTENT KNOWLEDGE	All programs completers, 2020-21	7				00	170
Brigham Young University Idaho (4657)	ETS5485 - PHYSICAL SCIENCE	All enrolled students who have completed all in cohort	1					
Brigham Young University Idaho (4657)	ETS5266 - PHYSICS	All enrolled students who have completed all in cohort	1						A
Brigham Young University Idaho (4657)	ETS5265 - PHYSICS CONTENT KNOWLEDGE	All programs completers, 2022-23	3					
Brigham Young University Idaho (4657)	ETS5265 - PHYSICS CONTENT KNOWLEDGE	All programs completers, 2020-21	4					
Brigham Young University Idaho (4657)	ETS5543 - SECK AND MILD TO MODERATE APPL	All enrolled students who have completed all in cohort	7				00	172
Brigham Young University Idaho (4657)	ETS5543 - SECK AND MILD TO MODERATE APPL	All programs completers, 2022-23	14	174	4	00	00	172
Brigham Young University Idaho (4657)	ETS5543 - SECK AND MILD TO MODERATE APPL	All programs completers, 2021-22	10	172	0	00	00	172
Brigham Young University Idaho (4657)	ETS5543 - SECK AND MILD TO MODERATE APPL	All programs completers, 2020-21	27	173	7	00	00	172
Brigham Young University Idaho (4657)	ETS5692 - SE: EARLY CHILDHOOD EARLY INTERVENTION	All enrolled students who have completed all in cohort	15	171	4	3	4	172
Brigham Young University Idaho (4657)	ETS5692 - SE: EARLY CHILDHOOD EARLY INTERVENTION	All programs completers, 2022-23	5					
Brigham Young University Idaho (4657)	ETS5691 - SE: PRESCHOOL EARLY CHILDHOOD	All enrolled students who have completed all in cohort	3					
Brigham Young University Idaho (4657)	ETS5691 - SE: PRESCHOOL EARLY CHILDHOOD	All programs completers, 2022-23	26	173	6	00	00	173

Prograi	odi- i Assissime i ame i	Groupi	Numb r aki g s i	Avgi. s ali d sori	Numb r paissi g s i	Passi rai (%) i	Sa Avi ragi paissirai (%)	Sa Avi ragi s ali d sori
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5691i-SE: PRESCHOOL EARLY CHILDHOOD	Alli pirogirainn coinpletiers, 2021-22	20i	73i	0 i	00i	00i	73i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5691i-SE: PRESCHOOL EARLY CHILDHOOD	Alli pirogirainn coinpletiers, 2020-21	32i	72i	2 i	00i	00i	73i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS0081i-SOCIAL STUDIES CONTENT KNOWLEDGE	Alli einirolled studeints whoi haivei coinpleted allinoinicl	4 i				00i	71 i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS0081i-SOCIAL STUDIES CONTENT KNOWLEDGE	Otheir einirolled studeints	2 i				00i	67i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS0081i-SOCIAL STUDIES CONTENT KNOWLEDGE	Alli pirogirainn coinpletiers, 2022-23	9 i				00i	68i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS0081i-SOCIAL STUDIES CONTENT KNOWLEDGE	Alli pirogirainn coinpletiers, 2021-22	6 i				00i	69i
Brighiainn Youinigi Un veirsity Idaihoi (46i57i)	ETS0081i-SOCIAL STUDIES CONTENT KNOWLEDGE	Alli pirogirainn coinpletiers, 2020-21	9 i				00i	71 i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5195i-SPANISH WORLD LANGUAGE	Alli einirolled studeints whoi haivei coinpleted allinoinicl	18 i	69i	4 i	8 i	8 i	69i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5195i-SPANISH WORLD LANGUAGE	Otheir einirolled studeints	1 i					
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5195i-SPANISH WORLD LANGUAGE	Alli pirogirainn coinpletiers, 2022-23	16 i	72i	4 i	8 i	5 i	70i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5195i-SPANISH WORLD LANGUAGE	Alli pirogirainn coinpletiers, 2021-22	16i	78i	6 i	00i	00i	77i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5195i-SPANISH WORLD LANGUAGE	Alli pirogirainn coinpletiers, 2020-21	30i	75i	9 i	7 i	5 i	73i
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5641i-THEATRE	Il einirolled studeints whoi haivei coinpleted allinoinicl	3 i					A
Brighiainn Youinig Un veirsity Idaihoi (46i57i)	ETS5641i-THEATRE	their einirolled studeints	2 i					O
Brighiainn Youinigi Un veirsity Idaihoi (46i57i)	ETS5641i-THEATRE	Il pirogirainn coinpletiers, 2022-23	4 i					A

Programi	Assessment Assessment i	Groupi	Numbr akiig ssi	Avgi. salid siori	Numbr paissig ssi	Passirai (%) i	Sia Aviragi paissiraii (%)	Sia Aviragi salid siori
Brighiainn Youinig Univeristiy Idaihoi (46557i)	ETS5564i1i-THEATRE i	Il programi coinpletiersi, 2021i-22i	7 i				00i i	68i i A i
Brighiainn Youinig Univeristiy Idaihoi (46557i)	ETS5564i1i-THEATRE i	Il programi coinpletiersi, 2020i-21i	6 i					A i
Brighiainn Youinig Univeristiy Idaihoi (46557i)	ETS5594i1i-WORLD AND U.Si HISTORY CK i	All eniroilledi studeints whoi haivei coinpletiedi allinioinicli	31i i	61i i	0 i	7 i	5 i	61i
Brighiainn Youinig Univeristiy Idaihoi (46557i)	ETS5594i1i-WORLD AND U.SiiHISTORY CK i	Otheir eniroilledi studeinits	4 i				2 i	54i
Brighiainn Youinig Univeristiy Idaihoi (46557i)	ETS5594i1i-WORLD AND U.SiiHISTORY CK i	All programi coinpletiersi, 2022i-23i	26i i	63i i	6 i	00i i	00i i	63i
Brighiainn Youinig Univeristiy Idaihoi (46557i)	ETS5594i1i-WORLD AND U.SiiHISTORY CK i	All programi coinpletiersi, 2021i-22i	24i i	66i i	4 i	00i i	00i i	60i
Brighiainn Youinigi Univeristiy Idaihoi (46557i)	ETS5594i1i-WORLD AND U.SiiHISTORY CK i	All programi coinpletiersi, 2020i-21i	33i i	65i i	3 i	00i i	9 i	62i
Idaihoi State Univeristiy (43855i)	ETS5513i4i-ART CONTENNT i KNIOWLEDGE	Otheir eniroilledi studeinits	4 i				3 i	60i
Idaihoi State Univeristiy (43855i) i i	ETS5513i4i-ART CONTENNT i KNIOWLEDGE	All programi coinpletiersi, 2022i-23i	3 i				00i i	69i
Idaihoi State Univeristiy (43855i)	ETS5513i4i-ART CONTENNT i KNIOWLEDGE	All programi coinpletiersi, 2021i-22i	1 i				00i i	66i
Idaihoi State Univeristiy (43855i) i i	ETS5513i4i-ART CONTENNT i KNIOWLEDGE	All programi coinpletiersi, 2020i-21i	4 i				00i i	67i
Idaihoi State Univeristiy (43855i)	ETS5523i6i-BIOLOGY	their eniroilledi studeinits	5 i				1 i	60i O i
Idaiho State Univeristiy (43855i) i i	ETS5523i6i-BIOLOGY	Il programi coinpletiersi, 2022i-23i	1					A i
daihoi State Univeristiy (43855i) i i	ETS0223i5i-BIOLOGY CONTENNT i KNIOWLEDGE	Otheir eniroilledi studeinits	1					
Idaihoi State Univeristiy (43855i) i i	ETS0223i5i-BIOLOGY CONTENNT i KNIOWLEDGEi	All programi coinpletiersi, 2022i-23i i	4 i				00i i	63i

Program Area	Assessment Code - Assessment Name	Group Area	Number taking assessment	Average scaled score	Number passing assessment	Passing rate (%)	Statewide Average passing rate (%)	Statewide Average scaled score
Idaho State University (4355)	ETS0235 - BIOLOGY: CONTENT KNOWLEDGE	All program completers, 2021-22	8				100	163
Idaho State University (4355)	ETS0235 - BIOLOGY: CONTENT KNOWLEDGE	All program completers, 2020-21	7				100	164
Idaho State University (4355)	ETS5101 - BASIC SKILLS ASSESSMENT: EDUCATIONAL CONTENT KNOWLEDGE	Other recommended students	3					
Idaho State University (4355)	ETS5101 - BASIC SKILLS ASSESSMENT: EDUCATIONAL CONTENT KNOWLEDGE	All program completers, 2022-23	2					
Idaho State University (4355)	ETS5101 - BASIC SKILLS ASSESSMENT: EDUCATIONAL CONTENT KNOWLEDGE	All program completers, 2020-21	5					
Idaho State University (4355)	ETS0246 - CHEMISTRY	Other recommended students	1		O			
Idaho State University (4355)	ETS0245 - CHEMISTRY: CONTENT KNOWLEDGE	Other recommended students	1					
Idaho State University (4355)	ETS0245 - CHEMISTRY: CONTENT KNOWLEDGE	All program completers, 2020-21	1					
Idaho State University (4355)	ETS5025 - EARLY CHILDHOOD EDUCATION	Other recommended students	1					
Idaho State University (4355)	ETS5025 - EARLY CHILDHOOD EDUCATION	All program completers, 2022-23	3				100	176
Idaho State University (4355)	ETS5025 - EARLY CHILDHOOD EDUCATION	All program completers, 2021-22	1				100	175
Idaho State University (4355)	ETS5572 - EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE	Other recommended students	3					
Idaho State University (4355)	ETS5571 - EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE	All program completers, 2021-22	2					
Idaho State University (4355)	ETS5571 - EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE	All program completers, 2020-21	2				100	169
Idaho State University (4355)	ETS5272 - EDUCATION OF EXCEPTIONAL CHILDREN	Other recommended students	1					
Idaho State University (4355)	ETS5272 - EDUCATION OF EXCEPTIONAL CHILDREN	All program completers, 2021-22	1					

Program	Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Passing rate (%)	State Average passing (%)	State Average scaled score
Idaho State University (4355)	ELEMED 5003 MULTI SUBJECT MATHEMATICS	Other enrolled student	34	77	9	5	4	73
Idaho State University (4355)	ELEMED 5003 MULTI SUBJECT MATHEMATICS	All program completers, 2022-23	14	75	3	3	9	78
Idaho State University (4355)	ELEMED 5003 MULTI SUBJECT MATHEMATICS	All program completers, 2021-22	27	81	7	00	7	79
Idaho State University (4355)	ELEMED 5003 MULTI SUBJECT MATHEMATICS	All program completers, 2020-21	18	83	8	00	8	79
Idaho State University (4355)	ELEMED 5002 MULTI SUBJECT READING LANGUAGE ARTS	Other enrolled student	36	70	2	9	6	68
Idaho State University (4355)	ELEMED 5002 MULTI SUBJECT READING LANGUAGE ARTS	All program completers, 2022-23	14	74	4	00	9	74
Idaho State University (4355)	ELEMED 5002 MULTI SUBJECT READING LANGUAGE ARTS	All program completers, 2021-22	27	76	7	00	9	73
Idaho State University (4355)	ELEMED 5002 MULTI SUBJECT READING LANGUAGE ARTS	All program completers, 2020-21	18	77	8	00	9	73
Idaho State University (4355)	ELEMED 5005 MULTI SUBJECT SCIENCE	Other enrolled student	32	69	8	8	3	69
Idaho State University (4355)	ELEMED 5005 MULTI SUBJECT SCIENCE	All program completers, 2022-23	14	70	3	3	8	74
Idaho State University (4355)	ELEMED 5005 MULTI SUBJECT SCIENCE	All program completers, 2021-22	27	77	7	00	9	75
Idaho State University (4355)	ELEMED 5005 MULTI SUBJECT SCIENCE	All program completers, 2020-21	18	76	8	00	9	73
Idaho State University (4355)	ELEMED 5004 MULTI SUBJECT SOCIAL STUDIES	Other enrolled student	33	67	6	9	9	66
Idaho State University (4355)	ELEMED 5004 MULTI SUBJECT SOCIAL STUDIES	All program completers, 2022-23	14	71	3	3	9	71
Idaho State University (4355)	ELEMED 5004 MULTI SUBJECT SOCIAL STUDIES	All program completers, 2021-22	27	72	7	00	8	71

Program Area	Assessment Name	Group	Number Taking	Average Scaled Score	Number Passing	Passing Rate (%)	Standard Average Passing Rate (%)	Standard Scaled Score
Idaho State University (4355)	ETS 5094 Educational MULTIPLE SUBJECTS: CONTENT KNOWLEDGE	All program completers 2020-2021	18	70	8	00	80	69
Idaho State University (4355)	ETS 5038 Educational LEADERSHIP: ADMINISTRATION AND SUPERVISION	Other graduate level students	12	79	1	2	80	78
Idaho State University (4355)	ETS 5038 Educational LEADERSHIP: ADMINISTRATION AND SUPERVISION	All program completers 2022-2023	6				00	80
Idaho State University (4355)	ETS 5038 Educational LEADERSHIP: ADMINISTRATION AND SUPERVISION	All program completers 2021-2022	6				9	80
Idaho State University (4355)	ETS 5038 Educational LEADERSHIP: ADMINISTRATION AND SUPERVISION	All program completers 2020-2021	5				00	80
Idaho State University (4355)	ETS 5362 Educational TESTING SPECIAL EDUCATION OR OTHER SPECIALTY AREAS	Other graduate level students	4				4	70
Idaho State University (4355)	ETS 5362 Educational TESTING SPECIAL EDUCATION OR OTHER SPECIALTY AREAS	All program completers 2022-2023	2				00	77
Idaho State University (4355)	ETS 5362 Educational TESTING SPECIAL EDUCATION OR OTHER SPECIALTY AREAS	All program completers 2021-2022	1				7	75
Idaho State University (4355)	ETS 5362 Educational TESTING SPECIAL EDUCATION OR OTHER SPECIALTY AREAS	All program completers 2020-2021	1				00	73
Idaho State University (4355)	ETS 5122 Family and Consumer Sciences: CONSUMER SCIENCES	Other graduate level students	3					
Idaho State University (4355)	ETS 5122 Family and Consumer Sciences: CONSUMER SCIENCES	All program completers 2022-2023	1					
Idaho State University (4355)	ETS 5122 Family and Consumer Sciences: CONSUMER SCIENCES	All program completers 2021-2022	1					
Idaho State University (4355)	ETS 5174 Family and Consumer Sciences: WORKPLACE LEADERSHIP	All program completers 2020-2021	1					
Idaho State University (4355)	ETS 5047 General SCIENCE: CONTENT KNOWLEDGE	All program completers 2022-2023	2					
Idaho State University (4355)	ETS 0435 General SCIENCE: CONTENT KNOWLEDGE	All program completers 2021-2022	1				00	73

Program	Assessment Name	Group	Number taking assessment	Average scaled score	Number passing	Passing (%)	State Average passing (%)	State Average scaled score
Idaho State University (4355)	ETS 0435 - GENERAL SCIENCE: CONTENT KNOWLEDGE	All program completers, 2020-21	2				100	68
Idaho State University (4355)	ETS 0436 - GENERAL SCIENCE	Other recommended students	3					
Idaho State University (4355)	ETS 0931 - GOVERNMENT/POLITICAL SCIENCE	Other recommended students	2					
Idaho State University (4355)	ETS 0931 - GOVERNMENT/POLITICAL SCIENCE	All program completers, 2022-23	1				100	64
Idaho State University (4355)	ETS 0931 - GOVERNMENT/POLITICAL SCIENCE	All program completers, 2021-22	1				5	65
Idaho State University (4355)	ETS 0931 - GOVERNMENT/POLITICAL SCIENCE	All program completers, 2020-21	2				100	70
Idaho State University (4355)	ETS 0551 - HEALTH EDUCATION	Other recommended students	7				3	61
Idaho State University (4355)	ETS 0551 - HEALTH EDUCATION	All program completers, 2022-23	4				100	68
Idaho State University (4355)	ETS 0551 - HEALTH EDUCATION	All program completers, 2021-22	1				4	65
Idaho State University (4355)	ETS 0551 - HEALTH EDUCATION	All program completers, 2020-21	2				5	67
Idaho State University (4355)	ETS 0224 - JOURNALISM	All program completers, 2022-23	1					
Idaho State University (4355)	ETS 0165 - MATHEMATICS	Other recommended students	5				7	75
Idaho State University (4355)	ETS 0165 - MATHEMATICS	All program completers, 2022-23	3				4	77
Idaho State University (4355)	ETS 0165 - MATHEMATICS	All program completers, 2021-22	1					
Idaho State University (4355)	ETS 0161 - MATHEMATICS: CONTENT KNOWLEDGE	All program completers, 2021-22	1				100	69
Idaho State University (4355)	ETS 0047 - MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	Other recommended students	3					

Program Assessment Name	Code - Assessment Name	Group	Number taking assessment	Average scaled score	Number passing	Passing rate (%)	Standard Average passing (%)	Standard Average scaled score
Idaho State University (4355)	ETS0447 - MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	All program completers 2022-2023	2				70	165
Idaho State University (4355)	ETS0447 - MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	All program completers 2021-2022	4				70	168
Idaho State University (4355)	ETS0447 - MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	All program completers 2020-2021	4				90	170
Idaho State University (4355)	ETS5164 - MIDDLE SCHOOL MATHEMATICS	Other enrolled student	2				30	172
Idaho State University (4355)	ETS5164 - MIDDLE SCHOOL MATHEMATICS	All program completers 2022-2023	2				60	169
Idaho State University (4355)	ETS5169 - MIDDLE SCHOOL MATHEMATICS	All program completers 2021-2022	3				70	175
Idaho State University (4355)	ETS5169 - MIDDLE SCHOOL MATHEMATICS	All program completers 2020-2021	7				70	177
Idaho State University (4355)	ETS5442 - MIDDLE SCHOOL SCIENCE	Other enrolled student	3					
Idaho State University (4355)	ETS5442 - MIDDLE SCHOOL SCIENCE	All program completers 2021-2022	1				10	173
Idaho State University (4355)	ETS5440 - MIDDLE SCHOOL SCIENCE	All program completers 2020-2021	2				00	164
Idaho State University (4355)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	Other enrolled student	8				00	165
Idaho State University (4355)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All program completers 2022-2023	3				70	164
Idaho State University (4355)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All program completers 2021-2022	6				60	165
Idaho State University (4355)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All program completers 2020-2021	3				70	168
Idaho State University (4355)	ETS0113 - MUSIC CONTENT KNOWLEDGE	Other enrolled student	4				30	171

Program	Assessment Code - Assessment Name	Group	Number taking	Average scaled score	Number passing	Passing rate (%)	State Average passing (%)	State Average scaled score
Idaho State University (4355)	ETS0113 - MUSIC CONTENT KNOWLEDGE	All program completers 2022-23	6				100	169
Idaho State University (4355)	ETS0113 - MUSIC CONTENT KNOWLEDGE	All program completers 2021-22	5				100	170
Idaho State University (4355)	ETS0113 - MUSIC CONTENT KNOWLEDGE	All program completers 2020-21	5				100	170
Idaho State University (4355)	ETS5091 - PHYSICAL EDUCATION: CONTENT KNOWLEDGE	Other graduate students	5				100	156
Idaho State University (4355)	ETS5091 - PHYSICAL EDUCATION: CONTENT KNOWLEDGE	All program completers 2022-23	3				100	160
Idaho State University (4355)	ETS5091 - PHYSICAL EDUCATION: CONTENT KNOWLEDGE	All program completers 2021-22	2				100	158
Idaho State University (4355)	ETS5091 - PHYSICAL EDUCATION: CONTENT KNOWLEDGE	All program completers 2020-21	4				100	160
Idaho State University (4355)	ETS5266 - PHYSICAL SCIENCE	Other graduate students	1						Only
Idaho State University (4355)	ETS5266 - PHYSICAL SCIENCE	All program completers 2022-23	1						Aggr
Idaho State University (4355)	ETS5543 - SPECIAL EDUCATION: MILD AND MODERATE APPLICATION	Other graduate students	5				100	165
Idaho State University (4355)	ETS5543 - SPECIAL EDUCATION: MILD AND MODERATE APPLICATION	All program completers 2022-23	2				100	172
Idaho State University (4355)	ETS5543 - SPECIAL EDUCATION: MILD AND MODERATE APPLICATION	All program completers 2021-22	3				100	172
Idaho State University (4355)	ETS5354 - SPECIAL EDUCATION: KNOWLEDGE & APPLICATIONS	Other graduate students	1						
Idaho State University (4355)	ETS5354 - SPECIAL EDUCATION: KNOWLEDGE & APPLICATIONS	All program completers 2021-22	1						
Idaho State University (4355)	ETS5691 - SPECIAL EDUCATION: PRESCHOOL EARLY CHILDHOOD	All program completers 2022-23	3				100	173

Program	Assessment Code - Assessment Name	Group	Number taking assessment	Average scaled score	Number passing assessment	Passing rate (%)	State Average passing rate (%)	State Average scaled score
Idaho State University (4355)	ETS0691 - SPECIAL EDUCATION: PRINCIPLES AND PRACTICES OF TEACHING EXCEPTIONAL CHILDREN AND YOUTH	All program completers 2021-2022	1				100	173
Idaho State University (4355)	ETS0081 - SOCIAL STUDIES: CONTENT KNOWLEDGE	Other graduate students	7				100	167
Idaho State University (4355)	ETS0081 - SOCIAL STUDIES: CONTENT KNOWLEDGE	All program completers 2022-2023	4				100	168
Idaho State University (4355)	ETS0081 - SOCIAL STUDIES: CONTENT KNOWLEDGE	All program completers 2020-2021	4				100	171
Idaho State University (4355)	ETS5195 - SPECIAL EDUCATION: WORKING WITH PARENTS	Other graduate students	1					
Idaho State University (4355)	ETS5195 - SPECIAL EDUCATION: WORKING WITH PARENTS	All program completers 2022-2023	1				50	170
Idaho State University (4355)	ETS5195 - SPECIAL EDUCATION: WORKING WITH PARENTS	All program completers 2021-2022	1				100	177
Idaho State University (4355)	ETS5195 - SPECIAL EDUCATION: WORKING WITH PARENTS	All program completers 2020-2021	1				50	173
Idaho State University (4355)	ETS5641 - THE EARLY CHILDHOOD EXPERIENCE	Other graduate students	1					Ope
Idaho State University (4355)	ETS5641 - THE EARLY CHILDHOOD EXPERIENCE	All program completers 2021-2022	2				100	168 A
Idaho State University (4355)	ETS5941 - WORKING WITH U.S. HISTORY	Other graduate students	21	142	2	7	20	154
Idaho State University (4355)	ETS5941 - WORKING WITH U.S. HISTORY	All program completers 2022-2023	7				100	163
Idaho State University (4355)	ETS5941 - WORKING WITH U.S. HISTORY	All program completers 2021-2022	8				100	160
Idaho State University (4355)	ETS5941 - WORKING WITH U.S. HISTORY	All program completers 2020-2021	6				90	162
Lewis-Clark State College (4385)	ETS5236 - BIOLOGY	Other graduate students	1				100	160 O
Lewis-Clark State College (4385)	ETS0235 - BIOLOGY: CONTENT KNOWLEDGE	All program completers 2022-2023	1				100	163

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Pass rate (%)	Standard Average passing score (%)	Standard scaled score
Lewis-Clark State College (4385)	ETS0235 BIOLOGY CONTENT KNOWLEDGE	All program completers, 2020-21	1				00	64
Lewis-Clark State College (4385)	ETS5572 EARTH AND SPACE SCIENCES	All program completers, 2022-23	1					
Lewis-Clark State College (4385)	ETS5571 EARTH AND SPACE SCIENCES - CK	All program completers, 2021-22	1					
Lewis-Clark State College (4385)	ETS5571 EARTH AND SPACE SCIENCES CK	All program completers, 2020-21	1				1	69
Lewis-Clark State College (4385)	ETS7813 ELEMENTARY CK MATHEMATICS	All enrolled students who have completed all program	2				00	70
Lewis-Clark State College (4385)	ETS7813 ELEMENTARY CK MATHEMATICS	All program completers	1				8	67
Lewis-Clark State College (4385)	ETS7813 ELEMENTARY CK MATHEMATICS	All program completers, 2021-22	1				00	71
Lewis-Clark State College (4385)	ETS7812 ELEMENTARY CK READING LANGUAGE ARTS	All enrolled students who have completed all program	2				00	74
Lewis-Clark State College (4385)	ETS7812 ELEMENTARY CK READING LANGUAGE ARTS	All program completers, 2022-23	1				8	73
Lewis-Clark State College (4385)	ETS7812 ELEMENTARY CK READING LANGUAGE ARTS	All program completers, 2021-22	1				00	76
Lewis-Clark State College (4385)	ETS7814 ELEMENTARY CK SCIENCE	All enrolled students who have completed all program	2				00	80
Lewis-Clark State College (4385)	ETS7814 ELEMENTARY CK SCIENCE	All program completers, 2022-23	1				8	77
Lewis-Clark State College (4385)	ETS7814 ELEMENTARY CK SCIENCE	All program completers, 2021-22	1				00	81
Lewis-Clark State College (4385)	ETS7815 ELEMENTARY CK SOCIAL STUDIES	All enrolled students who have completed all program	2				00	73

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Pass rate (%)	Standard Error of the mean (%)	Standard deviation
Lewis-Clark State College (4385)	ETS7815 CKT SOCIAL STUDIES	All program completers, 2022-23	1				8	73
Lewis-Clark State College (4385)	ETS7815 CKT SOCIAL STUDIES	All program completers, 2021-22	1				00	75
Lewis-Clark State College (4385)	ETS5003 MULTI SUBJ MATHEMATICS	All enrolled students who have completed all program	27	75	6	6	1	76
Lewis-Clark State College (4385)	ETS5003 MULTI SUBJ MATHEMATICS	Other enrolled students	38	68	9	6	4	73
Lewis-Clark State College (4385)	ETS5003 MULTI SUBJ MATHEMATICS	All program completers, 2022-23	27	80	7	00	9	78
Lewis-Clark State College (4385)	ETS5003 MULTI SUBJ MATHEMATICS	All program completers, 2021-22	22	82	2	00	7	79
Lewis-Clark State College (4385)	ETS5003 MULTI SUBJ MATHEMATICS	All program completers, 2020-21	38	80	8	00	8	79
Lewis-Clark State College (4385)	ETS5002 MULTI SUBJ READING LANG ARTS	All enrolled students who have completed all program	27	70	6	6	8	72
Lewis-Clark State College (4385)	ETS5002 MULTI SUBJ READING LANG ARTS	Other enrolled students	26	65	0	7	6	68
Lewis-Clark State College (4385)	ETS5002 MULTI SUBJ READING LANG ARTS	All program completers, 2022-23	27	71	7	00	9	74
Lewis-Clark State College (4385)	ETS5002 MULTI SUBJ READING LANG ARTS	All program completers, 2021-22	22	71	2	00	9	73
Lewis-Clark State College (4385)	ETS5002 MULTI SUBJ READING LANG ARTS	All program completers, 2020-21	39	70	8	7	9	73
Lewis-Clark State College (4385)	ETS5005 MULTI SUBJ SCIENCE	All enrolled students who have completed all program	27	68	6	6	8	74
Lewis-Clark State College (4385)	ETS5005 MULTI SUBJ SCIENCE	Other enrolled students	31	67	4	7	3	69
Lewis-Clark State College (4385)	ETS5005 MULTI SUBJ SCIENCE	All program completers, 2022-23	27	76	7	00	8	74

Program	Assessment Code and Name	Group	Number taking assessments	Avg. scaled score	Number passing assessments	Pass rate (%)	Standard Error of the Mean	Standard deviation
Lewis-Clark State College (4385)	ET6500 ELEMENTARY MULTIPLE SUBJECTS	All programs completers 2021-22	23	74	3	00	9	75
Lewis-Clark State College (4385)	ET6005 ELEMENTARY MULTIPLE SUBJECTS	All programs completers 2020-21	39	72	8	7	9	73
Lewis-Clark State College (4385)	ET6004 ELEMENTARY MULTIPLE SUBJECTS	All remaining students who have not completed all program requirements	27	62	2	1	3	68
Lewis-Clark State College (4385)	ET6004 ELEMENTARY MULTIPLE SUBJECTS	Other remaining students	28	66	1	5	9	66
Lewis-Clark State College (4385)	ET6004 ELEMENTARY MULTIPLE SUBJECTS	All programs completers 2022-23	27	69	7	00	9	71
Lewis-Clark State College (4385)	ET6004 ELEMENTARY MULTIPLE SUBJECTS	All programs completers 2021-22	23	69	3	00	8	71
Lewis-Clark State College (4385)	ET6004 ELEMENTARY MULTIPLE SUBJECTS	All programs completers 2020-21	39	66	7	5	8	69
Lewis-Clark State College (4385)	ET6038 ENGLISH LANGUAGE ARTS	All programs completers 2022-23	5				00	80
Lewis-Clark State College (4385)	ET6038 ENGLISH LANGUAGE ARTS	All programs completers 2021-22	4				9	80
Lewis-Clark State College (4385)	ET6038 ENGLISH LANGUAGE ARTS	All programs completers 2020-21	5				00	80
Lewis-Clark State College (4385)	ET6362 ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All programs completers 2021-22	1				7	75
Lewis-Clark State College (4385)	ET6362 ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All programs completers 2020-21	1				00	73
Lewis-Clark State College (4385)	ET6435 GENERAL SCIENCE CONTENT KNOWLEDGE	All programs completers 2022-23	1					
Lewis-Clark State College (4385)	ET6435 GENERAL SCIENCE CONTENT KNOWLEDGE	All programs completers 2020-21	1				00	68
Lewis-Clark State College (4385)	ET6436 GENERAL SCIENCE	All programs completers 2022-23	1					

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Pass rate (%)	State Average passing rate (%)	State Average scaled score
Lewis-Clark State College (4385)	ETS 6551 EDUCATION	All enrolled students who have completed all program	2					
Lewis-Clark State College (4385)	ETS 6551 EDUCATION	Other enrolled students	3				3	61
Lewis-Clark State College (4385)	ETS 6551 EDUCATION	All program completers, 2022-23	1				00	68
Lewis-Clark State College (4385)	ETS 6551 EDUCATION	All program completers, 2021-22	3				4	65
Lewis-Clark State College (4385)	ETS 6551 EDUCATION	All program completers, 2020-21	1				5	67
Lewis-Clark State College (4385)	ETS 5165 MATHEMATICS	All program completers, 2022-23	1				4	77
Lewis-Clark State College (4385)	ETS 5161 MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2020-21	2				7	66
Lewis-Clark State College (4385)	ETS 5164 MIDDLE SCHOOL MATHEMATICS	All enrolled students who have completed all program	2				8	74
Lewis-Clark State College (4385)	ETS 5164 MIDDLE SCHOOL MATHEMATICS	Other enrolled students	2				3	72
Lewis-Clark State College (4385)	ETS 5164 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	5				6	69
Lewis-Clark State College (4385)	ETS 5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1					
Lewis-Clark State College (4385)	ETS 5164 MIDDLE SCHOOL MATHEMATICS	All program completers, 2021-22	2				2	66
Lewis-Clark State College (4385)	ETS 5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2021-22	6				7	75
Lewis-Clark State College (4385)	ETS 5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2020-21	7				7	77

Program	Course Number and Name	Group	Number taking course	Avg. salary for course	Number passing course	Pass rate (%)	Standard Average pass rate (%)	Standard Average salary for course
Lewis-Clark State College (4385)	ETS 5442 MIDDLE SCHOOL SCIENCE	All enrolled students who have completed all courses	1					
Lewis-Clark State College (4385)	ETS 5442 - MIDDLE SCHOOL SCIENCE	All program completers, 2021-22	1				1	73
Lewis-Clark State College (4385)	ETS 5091 PHYSICAL EDUCATION KNOWLEDGE	All enrolled students who have completed all courses	2					
Lewis-Clark State College (4385)	ETS 5091 PHYSICAL EDUCATION KNOWLEDGE	Other enrolled students	2				00	56
Lewis-Clark State College (4385)	ETS 5091 PHYSICAL EDUCATION KNOWLEDGE	All program completers, 2022-23	2				00	60
Lewis-Clark State College (4385)	ETS 5091 PHYSICAL EDUCATION KNOWLEDGE	All program completers, 2021-22	3				00	58
Lewis-Clark State College (4385)	ETS 5091 PHYSICAL EDUCATION KNOWLEDGE	All program completers, 2020-21	1				00	60
Lewis-Clark State College (4385)	ETS 5302 READING SPECIALIST	All program completers, 2022-23	1				7	65
Lewis-Clark State College (4385)	ETS 5302 - READING SPECIALIST	All program completers, 2021-22	1				0	62
Lewis-Clark State College (4385)	ETS 5302 READING SPECIALIST	All program completers, 2020-21	5				3	59
Lewis-Clark State College (4385)	ETS 5301 - READING SPECIALIST	All program completers, 2020-21	13	77	2	2	6	75
Lewis-Clark State College (4385)	ETS 5543 SEVERE AND MILD TO MODERATE APPL	All enrolled students who have completed all courses	6				00	72
Lewis-Clark State College (4385)	ETS 5543 - SEVERE AND MILD TO MODERATE APPL	Other enrolled students	1				00	65
Lewis-Clark State College (4385)	ETS 5543 - SEVERE AND MILD TO MODERATE APPL	All program completers, 2022-23	8				00	72
Lewis-Clark State College (4385)	ETS 5543 SEVERE AND MILD TO MODERATE APPL	All program completers, 2021-22	3				00	72

Program	Assessment	Group	Number taking assessments	Avg. scale score	Number passing	Pass rate (%)	Standard Error of Measurement	Standard deviation
Lewis-Clark State College (4385)	ELM/MTEL MIDDLE GRADES MODERATE ARTS	All programs completers 2020-21	8				00	72
Lewis-Clark State College (4385)	ELM/MTEL STUDENT CONTENT KNOWLEDGE	All review students who have completed all requirements	4				00	71
Lewis-Clark State College (4385)	ELM/MTEL STUDENT CONTENT KNOWLEDGE	Other review students	2				00	67
Lewis-Clark State College (4385)	ELM/MTEL STUDENT CONTENT KNOWLEDGE	All programs completers 2022-23	4				00	68
Lewis-Clark State College (4385)	ELM/MTEL STUDENT CONTENT KNOWLEDGE	All programs completers 2020-21	3				00	71
Lewis-Clark State College (4385)	ELM/MTEL READING K-12	All review students who have completed all requirements	5				00	65
Lewis-Clark State College (4385)	ELM/MTEL READING K-12	Other review students	4				9	63
Lewis-Clark State College (4385)	ELM/MTEL READING K-12	All programs completers 2022-23	13	64	3	00	00	65
Lewis-Clark State College (4385)	ELM/MTEL READING K-12	All programs completers 2021-22	9				00	65
Lewis-Clark State College (4385)	ELM/MTEL READING K-12	All programs completers 2020-21	3					
Lewis-Clark State College (4385)	ELM/MTEL U.S. HISTORY	All review students who have completed all requirements	3				5	61
Lewis-Clark State College (4385)	ELM/MTEL U.S. HISTORY	Other review students	2				2	54
Lewis-Clark State College (4385)	ELM/MTEL U.S. HISTORY	All programs completers 2022-23	4				00	63
Lewis-Clark State College (4385)	ELM/MTEL U.S. HISTORY	All programs completers 2020-21	3				9	62
Northwest Nazarene University (4544)	ELM/MTEL ART CONTENT KNOWLEDGE	Other review students	1				3	60

Programnr	Assessmodr-Assessmenr amer	Groupr	Numbr akirgssr	Avg.rsalrdsorrr	Numbr passigssr	Passra (%) r	Sa Avrragpassmrar (%)	Sa Avrragsalrdsorr	
Northwrest Nazarene Universityn(45r44r)r	ETrS5236r-BIOLOGY	ther enrolledr students	1 r				1 r	60r	Or
Northwrest Nazarene Universityn(45r44r)r	ETrS0235r-BIOLOGY CONTENrT KNOWLEDGE	Allrpogramm completes, r 2022-23r	1 r				00rr	63r	
Northwrest Nazarene Univrsityn(45r44r)r	ETrS0235r-BIOLOGY CONTENrT KNOWLEDGE	Allrpogramm completes, r 2021-22r	1 r				00rr	63r	
Northwrest Nazarene Universityn(45r44r)r	ETrS0235r-BIOLOGY CONTENrT KNOWLEDGE	Allrpogramm completes, r 2020-21r	2 r				00rr	64	
Northwrest Nazarene Univrsityn(45r44r)r	ETrS0245 -CHEMISTRY CONTENrT KNOWLEDGE	Allrpogramm completes, r 2022-23r	1 r						
Northwrest Nazarene Universityn(45r44r)r	ETrS0245 -CHEMISTRY CONTENrT KNOWLEDGE	Allrpogramm completes, r 2021-22r	1						
Northwrest Nazarene Universityn(45r44r)r	ETrS5652r-COMPUTER SCIENCE r	Allrpogramm completes, r 2021-22r	1						
Northwrest Nazarene Universityn(45r44r)r	ETrS5003r-ELEMED MULTIrSUBJr MATHEMATICS	Allrenrolled students who have completed allmorncl	14r	69rr	2 r	6 r	1 r	76r	
Northwrest Nazarene Univrsityn(45r44r)r	ETrS5003r-ELEMED MULTIrSUBJr MATHEMATICS	Other enrolledr students	3 r				4	73r	
Northwrest Nazarene Universityn(45r44r)r	ETrS5003r-ELEMED MULTIrSUBJr MATHEMATICS	Allrpogramm completes, r 2022-23r	20rr	81rr	0 r	00 r	9 r	78r	
Northwrest Nazarene Universityn(45r44r)r	ETrS5003r-ELEMED MULTIrSUBJr MATHEMATICS	Allrpogramm completes, r 2021-22r	16rr	81rr	6 r	00 r	7 r	79r	
Northwrest Nazarene Universityn(45r44r)r	ETrS5003r-ELEMED MULTIrSUBJr MATHEMATICS	Allrpogramm completes, r 2020-21r	10rr	75rr	0 r	00 r	8 r	79r	
Northwrest Nazarene Universityn(45r44r)r	ETrS5002r-ELEMED MULTIrSUBJrREADING LANGUARTS	Allrenrolled students who have completed allmorncl	14r	71rr	4 r	00 r	8 r	72r	
Northwrest Nazarene Universityn(45r44r)	ETrS5002r-ELEMED MULTIrSUBJrREADING LANGUARTS	Other enrolledr students	3 r				6 r	68r	
Northwrest Nazarene Universityn(45r44r)r r	ETrS5002r-ELEMED MULTIrSUBJrREADING LANGUARTS r	Allrpogramm completes, r 2022-23rr	20rr	74rr	0 r	00 r	9 r	74 r	

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Pass rate (%)	State Average passing rate (%)	State Average scaled score
Northwest Nazarene University (4544)	ETS5002-ELEM MED MULTI-SUBJ READING LANG ARTS	All programs completes, 2021-22	16	71	6	00	9	73
Northwest Nazarene University (4544)	ETS5002-ELEM MED MULTI-SUBJ READING LANG ARTS	All programs completes, 2020-21	10	71	0	00	9	73
Northwest Nazarene University (4544)	ETS5005-ELEM MED MULTI-SUBJ SCIENCES	All enrolled students who have completed all moncl	14	74	4	00	8	74
Northwest Nazarene University (4544)	ETS5005-ELEM MED MULTI-SUBJ SCIENCES	Other enrolled students	3				3	69
Northwest Nazarene University (4544)	ETS5005-ELEM MED MULTI-SUBJ SCIENCES	All programs completes, 2022-23	20	79	0	00	8	74
Northwest Nazarene University (4544)	ETS5005-ELEM MED MULTI-SUBJ SCIENCES	All programs completes, 2021-22	16	76	6	00	9	75
Northwest Nazarene University (4544)	ETS5005-ELEM MED MULTI-SUBJ SCIENCES	All programs completes, 2020-21	10	74	0	00	9	73
Northwest Nazarene University (4544)	ETS5004-ELEM MED MULTI-SUBJ SOCIAL STUDIES	All enrolled students who have completed all moncl	14	69	4	00	3	68
Northwest Nazarene University (4544)	ETS5004-ELEM MED MULTI-SUBJ SOCIAL STUDIES	Other enrolled students	3				9	66
Northwest Nazarene University (4544)	ETS5004-ELEM MED MULTI-SUBJ SOCIAL STUDIES	All programs completes, 2022-23	20	77	0	00	9	71
Northwest Nazarene University (4544)	ETS5004-ELEM MED MULTI-SUBJ SOCIAL STUDIES	All programs completes, 2021-22	16	74	6	00	8	71
Northwest Nazarene University (4544)	ETS5004-ELEM MED MULTI-SUBJ SOCIAL STUDIES	All programs completes, 2020-21	10	72	0	00	8	69
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: CK	All enrolled students who have completed all moncl	1				6	79
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: CK	Other enrolled students	2				8	78
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: CK	All programs completes, 2022-23	1				00	80

Programnr	odnr- r Assrissmne r amne r	Groupr r	Numb r akirg s s r	Avgr.r s alrd s rorr r	Numb r passi g s s r	Passr rarr (%) r	S a Avr ragr passrnarr (%)	S a Avr ragr s alrd s rorr
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5038r-rENGLISH LANGUAGE ARTS: CHK	Allrprogramn completers, rr 2021r-22r	4 r				9 r	80r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5038r-rENGLISH LANGUAGE ARTS: CHK	Allrprogramn completers, rr 2020r-21r	2 r				00r r	80r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS0435r-rGENERAL SCIrCONTENrT KNOWLEDGE	Allrprogramn completers, rr 2021r-22r	2 r				00r r	73r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5931r-r GOVERNMENTr POLITICAL SCIENCE	Other enrolledr studentsr	1					
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5931r-r GOVERNMENTr POLITICAL SCIENCE	Allrprogramn completers, rr 2022r-23r	4 r				00r r	64 r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5931r-r GOVERNMENTr POLITICAL SCIENCE	Allrprogramn completers, rr 2021r-22r	2 r				5 r	65r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5931r-r GOVERNMENTr POLITICAL SCIENCE	Allrprogramn completers, rr 2020r-21r	2 r				00r r	70r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5551 -rHEALTH EDUCATION r	Allren olled studentsw whor harver ompleted r allmonc l r	1					
Nor thwrestr Nazarene r Universityn(45r44r)r	ETrS5551r-rHEALTH EDUCATION	Other enrolledr studentsr	2 r				3 r	61r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5551r-rHEALTH EDUCATION r	Allrprogramn completers, rr 2020r-21r	2 r				5 r	67r
Nor thwrestr Nazarene Universityn(45r44r)r	ETrS5165r-MATHEMATICS r	Allren olled studentsw whor harver ompleted r allmonc l r	2 r				3 r	75 r
Nor thwrestr Nazarene r Universityn(45r44r)r	ETrS5165r-MATHEMATICS r	Other enrolledr studentsr	2 r				7 r	75r
Nor thwrestr Nazare re iversityn(4 r44r)r	ETrS5165r-MATHEMATICS	Allrprogramn completers, rr 2022r-23r	1 r				4 r	77r
Nor thwrestr Nazarener Universityn(45r44r)r r	ETrS5161r-r MATHEMATICS CONTENT KNOWLEDGEr	Allrprogramn completers, rr 2020r-21r r	4 r				7 r	66r

Program	Assessment Name	Group	Number Taking Test	Avg. Scaled Score	Number Passing	Pass Rate (%)	State Average Passing Rate (%)	State Average Scaled Score
Northwest Nazarene University (4544)	ETS5047 - MIDDLE SCHOOL ENGLANGUAGE ARTS	All enrolled students who have completed all or most	6				8	64
Northwest Nazarene University (4544)	ETS5047 - MIDDLE SCHOOL ENGLANGUAGE ARTS	Other enrolled students	2					
Northwest Nazarene University (4544)	ETS5047 - MIDDLE SCHOOL ENGLANGUAGE ARTS	All program completers, 2022-23	3				7	65
Northwest Nazarene University (4544)	ETS5047 - MIDDLE SCHOOL ENGLANGUAGE ARTS	All program completers, 2021-22	4				7	68
Northwest Nazarene University (4544)	ETS5047 - MIDDLE SCHOOL ENGLANGUAGE ARTS	All program completers, 2020-21	6				9	70
Northwest Nazarene University (4544)	ETS5164 - MIDDLE SCHOOL MATHEMATICS	All enrolled students who have completed all or most	1				8	74
Northwest Nazarene University (4544)	ETS5164 - MIDDLE SCHOOL MATHEMATICS	Other enrolled students	1				3	72
Northwest Nazarene University (4544)	ETS5164 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	5				6	69
Northwest Nazarene University (4544)	ETS5169 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1					
Northwest Nazarene University (4544)	ETS5169 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2021-22	4				7	75
Northwest Nazarene University (4544)	ETS5169 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2020-21	2				7	77
Northwest Nazarene University (4544)	ETS5442 - MIDDLE SCHOOL SCIENCE	All program completers, 2022-23	4					
Northwest Nazarene University (4544)	ETS5442 - MIDDLE SCHOOL SCIENCE	All program completers, 2021-22	3				1	73
Northwest Nazarene University (4544)	ETS5440 - MIDDLE SCHOOL SCIENCE	All program completers, 2020-21	1				00	64
Northwest Nazarene University (4544)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All enrolled students who have completed all or most	7				7	63

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing assessment	Passing rate (%)	State Average passing rate (%)	State Average scaled score
Northwestern Nazarene University (4544)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All programs completers, 2022-23	8				77	164
Northwestern Nazarene University (4544)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All programs completers, 2021-22	6				66	165
Northwestern Nazarene University (4544)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All programs completers, 2020-21	2				77	168
Northwestern Nazarene University (4544)	ETS0113 - MUSIC: CONTENT KNOWLEDGE	All enrolled students who have completed all monich	3				22	165
Northwestern Nazarene University (4544)	ETS0113 - MUSIC: CONTENT KNOWLEDGE	All programs completers, 2022-23	4				00	169
Northwestern Nazarene University (4544)	ETS0113 - MUSIC: CONTENT KNOWLEDGE	All programs completers, 2021-22	4				00	170
Northwestern Nazarene University (4544)	ETS0113 - MUSIC: CONTENT KNOWLEDGE	All programs completers, 2020-21	3				00	170
Northwestern Nazarene University (4544)	ETS5091 - PHYSICAL ED: CONTENT KNOWLEDGE	All enrolled students who have completed all monich	1					
Northwestern Nazarene University (4544)	ETS5091 - PHYSICAL ED: CONTENT KNOWLEDGE	Other enrolled students	2				00	156
Northwestern Nazarene University (4544)	ETS5091 - PHYSICAL ED: CONTENT KNOWLEDGE	All programs completers, 2022-23	1				00	160
Northwestern Nazarene University (4544)	ETS5091 - PHYSICAL ED: CONTENT KNOWLEDGE	All programs completers, 2020-21	2				00	160
Northwestern Nazarene University (4544)	ETS5391 - PSYCHOLOGY	All programs completers, 2022-23	1					
Northwestern Nazarene University (4544)	ETS5391 - PSYCHOLOGY	All programs completers, 2021-22	1					
Northwestern Nazarene University (4544)	ETS5221 - SPEECH COMMUNICATION: CKT	All enrolled students who have completed all monich	1					
Northwestern Nazarene University (4544)	ETS5221 - SPEECH COMMUNICATION: CKT	All programs completers, 2021-22	3					

Program	Assessment Name	Group	Number Taking Test	Avg. Scaled Score	Number Passing	Pass Rate (%)	State Average Passing Rate (%)	State Average Scaled Score
Northwest Nazarene University (4544)	ETS5941 - WORLD AND U.S. HISTORY CK	All enrolled students who have completed all moncl	2				5	61
Northwest Nazarene University (4544)	ETS5941 - WORLD AND U.S. HISTORY CK	Other enrolled students	4				2	54
Northwest Nazarene University (4544)	ETS5941 - WORLD AND U.S. HISTORY CK	All program completers, 2022-23	8				00	63
Northwest Nazarene University (4544)	ETS5941 - WORLD AND U.S. HISTORY CK	All program completers, 2021-22	7				00	60
Northwest Nazarene University (4544)	ETS5941 - WORLD AND U.S. HISTORY CK	All program completers, 2020-21	3				9	62
The College of Idaho (4060)	ETS5003 - ELEM ED MULTI SUBJ MATHEMATICS	Other enrolled students	6				4	73
The College of Idaho (4060)	ETS5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2022-23	4				9	78
The College of Idaho (4060)	ETS5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2021-22	2				7	79
The College of Idaho (4060)	ETS5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2020-21	3				8	79
The College of Idaho (4060)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	Other enrolled students	5				6	68
The College of Idaho (4060)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2022-23	4				9	74
The College of Idaho (4060)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2021-22	2				9	73
The College of Idaho (4060)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2020-21	3				9	73
The College of Idaho (4060)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	Other enrolled students	4				3	69
The College of Idaho (4060)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2022-23	4				8	74

Program	Assessment Code - Assessment Name	Group	Number taking assessment	Average scaled score	Number passing assessment	Pass rate (%)	State Average passing rate (%)	State Average scaled score
The College of Idaho (4060)	ETS5005 - ELEMENTED MULTI SUBJECT SCIENCE	All program completers, 2021-22	2				9	75
The College of Idaho (4060)	ETS5005 - ELEMENTED MULTI SUBJECT SCIENCE	All program completers, 2020-21	3				9	73
The College of Idaho (4060)	ETS5004 - ELEMENTED MULTI SUBJECT SOCIAL STUDIES	Other enrolled students	5				9	66
The College of Idaho (4060)	ETS5004 - ELEMENTED MULTI SUBJECT SOCIAL STUDIES	All program completers, 2022-23	4				9	71
The College of Idaho (4060)	ETS5004 - ELEMENTED MULTI SUBJECT SOCIAL STUDIES	All program completers, 2021-22	2				8	71
The College of Idaho (4060)	ETS5004 - ELEMENTED MULTI SUBJECT SOCIAL STUDIES	All program completers, 2020-21	3				8	69
The College of Idaho (4060)	ETS5038 - ENGLISH LANGUAGE ARTS	Other enrolled students	1				8	78
The College of Idaho (4060)	ETS5047 - MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	All program completers, 2020-21	1				9	70
The College of Idaho (4060)	ETS5442 - MIDDLE SCHOOL SCIENCE	Other enrolled students	2					
The College of Idaho (4060)	ETS5442 - MIDDLE SCHOOL SCIENCE	All program completers, 2022-23	1				1	73
The College of Idaho (4060)	ETS5442 - MIDDLE SCHOOL SCIENCE	All program completers, 2020-21	1					
The College of Idaho (4060)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2022-23	1				7	64
The College of Idaho (4060)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2021-22	1				6	65
The College of Idaho (4060)	ETS5089 - MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2020-21	1				7	68
The College of Idaho (4060)	ETS5013 - MUSIC CONTENT KNOWLEDGE	All program completers, 2022-23	1				00	69

Program	Assessment Method - Assessment Name	Group	Number taking assessment	Avg. assessment score	Number passing assessment	Passing rate (%)	State Average passing rate (%)	State Average assessment score
University of Idaho (4843)	ETS 57001 - AGRICULTURE	All enrolled students who have completed all coursework	1					
University of Idaho (4843)	ETS 57001 - AGRICULTURE	Other enrolled students	18	68	8	00	00	68
University of Idaho (4843)	ETS 57001 - AGRICULTURE	All program completers, 2022-23	2					
University of Idaho (4843)	ETS 57001 - AGRICULTURE	All program completers, 2021-22	1					
University of Idaho (4843)	ETS 51334 - ART CONTENT KNOWLEDGE	Other enrolled students	2				3	60
University of Idaho (4843)	ETS 51334 - ART CONTENT KNOWLEDGE	All program completers, 2021-22	2				00	66
University of Idaho (4843)	ETS 51334 - ART CONTENT KNOWLEDGE	All program completers, 2020-21	2				00	67
University of Idaho (4843)	ETS 52366 - BIOLOGY	other enrolled students	1				1	60	O
University of Idaho (4843)	ETS 02365 - BIOLOGY CONTENT KNOWLEDGE	All enrolled students who have completed all coursework	2					
University of Idaho (4843)	ETS 02365 - BIOLOGY CONTENT KNOWLEDGE	Other enrolled students	5					
University of Idaho (4843)	ETS 02365 - BIOLOGY CONTENT KNOWLEDGE	All program completers, 2022-23	1				00	63
University of Idaho (4843)	ETS 02365 - BIOLOGY CONTENT KNOWLEDGE	All program completers, 2021-22	1				00	63
University of Idaho (4843)	ETS 02365 - BIOLOGY CONTENT KNOWLEDGE	All program completers, 2020-21	4				00	64
University of Idaho (4843)	ETS 51001 - BUSINESS ED CONTENT KNOWLEDGE	Other enrolled students	2					
University of Idaho (4843)	ETS 02445 - CHEMISTRY CONTENT KNOWLEDGE	Other enrolled students	1					

Program mi	od i - i Assi issmme i ame i	Group i	Numb r aki ig s s i	Avg. i s ali d s ior i	Numb r passi g s s i	Passi rai i (%) i	S a Avi iragi passiirai i (%) i	S a Avi iragi s ali d s ior i
Uni veirsi ty of Idaihoi (48443) i i	ETS02445 i-CHEMISTRY CONTENT i KNOWLEDGE	All progiram coimpletieris,i i 2021i-22i	3 i					
Uni veirsi ty of i Idaihoi (48443) i i	ETS02445 i-CHEMISTRY CONTENT KNOWLEDGE	All progiram coimpletieris,i i 2020i-21i	1					
Uni veirsi ty of Idaihoi (48443i) i i	ETS50025i i-EARLY CHILDHOOD EDUCATION	All enirolliedi studieinits iwho haivei coimpletiedi allinioinicl i	1 i				00i i	75i
Uni veirsi ty of i Idaihoi (48443) i i	ETS50025i i-EARLY CHILDHOOD EDUCATION	Otheri enirolliedi studieinits ii	2					
Uni veirsi ty of Idaihoi (48443i) i i	ETS50025i i-EARLY CHILDHOOD EDUCATION	All progiram coimpletieris,i i 2022i-23i	3 i				00i i	76i
Uni veirsi ty of Idaihoi (48443) i i	ETS50025i i-EARLY CHILDHOOD EDUCATION	All progiram coimpletieris,i i 2021i-22i	3 i				00i i	75i
Uni veirsi ty of i Idaihoi (48443i) i i	ETS55771i i-EARTH AND SPACE SCIENCES i- i CK i	Otheri enirolliedi studieinits i	1					
Uni veirsi ty of Idaihoi (48443) i	ETS59111 i-ECONOMICS	Otheri enirolliedi studieinits i	2					
Uni veirsi ty of i Idaihoi (48443) i i	ETS59111 i-ECONOMICS i	All progiram coimpletieris,i i 2021i-22i	1					
Uni veirsi ty of Idaihoi (48443) i	ETS78113i i-ELEMED CKT: MATHEMATICS i	Otheri enirolliedi studieinits i	2 i				6 i	65i
Uni veirsi ty of i Idaihoi (48443i) i i	ETS78112i i-ELEMED CKT: READING i LANGUAGE ARTS	Otheri enirolliedi studieinits ii	2 i				8 i	69i
Uni veirsi ty of Idaihio (48443) i	ETS78114i i-ELEMED CKT: SCIENCE	Otheri enirolliedi studieinits i	2 i				4 i	75i
Uni veirsi ty of i Idaihio (48443) i	ETS78115i i-ELEMED CKT: SOCIAL STUDIES i	Otheri enirolliedi studieinits i	2 i				4 i	67i
Uni veirsi ty of i Idaihoi (48443) i i	ETS50003i i-ELEMED MULTI SUBJ i MATHEMATICS	All enirolliedi studieinits iwho haivei coimpletiedi allinioinicl i	3 i				1 i	76i
Uni veirsi ty of i Idaihoi (48443) i i	ETS50003i i-ELEMED MULTI SUBJ i MATHEMATICS	Otheri enirolliedi studieinits ii	30i i	78i i	8 i	3 i	4 i	73i
Uni veirsi ty of Idaihoi (48443i) i i	ETS50003i i-ELEMED MULTI SUBJ i MATHEMATICS i	All progiram coimpletieris,i i 2022i-23i i	14i i	73i i	4 i	00i i	9 i	78 i

Program	Mode - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Passing (%)	State Average passing (%)	State Average scaled score
University of Idaho (4843)	ETS 5003 - ELEM ED MULTI SUBJ - MATHEMATICS	All program completers, 2021-22	28	78	7	6	7	79
University of Idaho (4843)	ETS 5003 - ELEM ED MULTI SUBJ - MATHEMATICS	All program completers, 2020-21	21	76	9	0	8	79
University of Idaho (4843)	ETS 5002 - ELEM ED MULTI SUBJ READING - LANG ARTS	All enrolled students who have not completed all in one	3				8	72
University of Idaho (4843)	ETS 5002 - ELEM ED MULTI SUBJ READING - LANG ARTS	Other enrolled students	29	72	9	00	6	68
University of Idaho (4843)	ETS 5002 - ELEM ED MULTI SUBJ READING - LANG ARTS	All program completers, 2022-23	14	76	4	00	9	74
University of Idaho (4843)	ETS 5002 - ELEM ED MULTI SUBJ READING - LANG ARTS	All program completers, 2021-22	28	71	7	6	9	73
University of Idaho (4843)	ETS 5002 - ELEM ED MULTI SUBJ READING - LANG ARTS	All program completers, 2020-21	20	70	9	5	9	73
University of Idaho (4843)	ETS 5005 - ELEM ED MULTI SUBJ - SCIENCES	All enrolled students who have not completed all in one	3				8	74
University of Idaho (4843)	ETS 5005 - ELEM ED MULTI SUBJ - SCIENCES	Other enrolled students	28	72	7	6	3	69
University of Idaho (4843)	ETS 5005 - ELEM ED MULTI SUBJ - SCIENCES	All program completers, 2022-23	13	71	3	00	8	74
University of Idaho (4843)	ETS 5005 - ELEM ED MULTI SUBJ - SCIENCES	All program completers, 2021-22	27	71	6	6	9	75
University of Idaho (4843)	ETS 5005 - ELEM ED MULTI SUBJ - SCIENCES	All program completers, 2020-21	21	72	1	00	9	73
University of Idaho (4843)	ETS 5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All enrolled students who have not completed all in one	3				3	68
University of Idaho (4843)	ETS 5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	Other enrolled students	28	67	7	6	9	66
University of Idaho (4843)	ETS 5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2022-23	13	71	3	00	9	71

Prograi	odi- i Assissime i ame i	Groupi	Numb r aki ig s s i	Avg. i s ali d s iori i	Numb r paissi g s s i	Passi rai i (%) i	S a Avi iragi paissi rai i (%) i	S a Avi iragi s ali d s iori
Uni veirsi ty of Idaihoi (48443) i i	ETS5004i-ELiEM ED MULTIiSUBJ SOCIALi STUDIES	Alli progirami comipleteirsi,i i 2021i-22i	28i i	68i i	6 i	3 i	8	71i
Uni veirsi ty of i Idaihoi (48443) i i	ETS5004i-ELiEM ED MULTIiSUBJ SOCIALi STUDIES	Alli progirami comipleteirsi,i i 2020i-21i	20i i	65i i	8 i	0 i	8 i	69i
Uni veirsi ty of Idaihoi (48443i) i i	ETS5038i-ENGLISH LANGUAGE ARTS:iGK i	Alli enirolledi studeinitsiwho haiveicoimpleteidi allinioinicli	3 i				6 i	79i
Uni veirsi ty of i Idaiho (48443) i	ETS5038i-ENGLISHi LANGUAGE ARTS: GK i	Otheirieinirolledi studeinitsi	10i i	73i i		0 i	8 i	78i
Uni veirsi ty of i Idaihoi (48443) i i	ETS5038i-ENGLISH LANGUAGE ARTS:iGK i	Alli progirami comipleteirsi,i i 2022i-23i	1 i				00i i	80
Uni veirsi ty of i Idaihoi (48443) i i	ETS5038i-ENGLISH LANGUAGE ARTS:iGK	Alli progirami comipleteirsi,i 2021i-22i	8 i				9 i	80i i
Uni veirsi ty of Idaihoi (48443i) i i	ETS5038i-ENGLISH LANGUAGE ARTS:iGK i	Alli progirami comipleteirsi,i i 2020i-21i	3 i				00i i	80
Uni veirsi ty of Idaihoi (48443) i i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHERi LANGUAGES	Otheirieinirolledi studeinitsi	7 i				4 i	70i
Uni veirsi ty of i Idaihoi (48443i) i i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHERi LANGUAGES	Alli progirami comipleteirsi,i i 2022i-23i	4 i				00i i	77i
Uni veirsi ty of Idaihoi (48443) i i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHERi LANGUAGES	Alli progirami comipleteirsi,i i 2021i-22i	2 i				7 i	75i
Uni veirsi ty of i Idaihoi (48443i) i i	ETS5362i-ENGLISHi TO SPEAKERS OF OTHERi LANGUAGES	Alli progirami comipleteirsi,i i 2020i-21i	4 i				00i i	73i
Uni veirsi ty of Idaihoi (48443) i i	ETS5122i-FAMILYiAND CONSUMERi SCIENCES	Alli progirami comipleteirsi,i i 2021i-22i	1					
Uni veirsi ty of i Idaihoi (48443i) i i	ETS5122i-FAMILYiAND CONSUMER SCIENCES	Alli progirami comipleteirsi,i 2020i-21i	1					
Uni veirsi ty o Idaihoi (48443) i i	ETS5174i-FRENCHi WORLD LANGUAGEi	Alli progirami comipleteirsi,i i 2020i-21i	1					
Uni veirsi ty of i Idaihoi (48443i) i i	ETS0435i-GENERALi SCIiCONTENTi KNOWLEDGE	Otheirieinirolledi studeinitsii	3					

Programi	Assessment Codei - Namei	Groupi	Numberi of Completersi	Avg. Salaryi	Numberi of Placementsi	Placement Ratei (%)i	State Average Placement Ratei (%)i	State Average Salaryi
University of Idahoi (48143)i	ETS0435i - GENERAL SCIENCE CONTENT KNOWLEDGE	All programi completersi, 2022-23i	1i					
University of Idahoi (48143)i	ETS0435i - GENERAL SCIENCE CONTENT KNOWLEDGE	All programi completersi, 2021-22i	4i				100i	73i
University of Idahoi (48143)i	ETS0435i - GENERAL SCIENCE CONTENT KNOWLEDGE	All programi completersi, 2020-21i	3i				100i	68i
University of Idahoi (48143)i	ETS5931i - GOVERNMENT POLITICAL SCIENCE	Otheri enrolledi studenitsi	2					
University of Idahoi (48143)i	ETS5931i - GOVERNMENT POLITICAL SCIENCE	All programi completersi, 2022-23i	1i				100i	64i
University of Idahoi (48143)i	ETS5931i - GOVERNMENT POLITICAL SCIENCE	All programi completersi, 2021-22i	2i				5i	65i
University of Idahoi (48143)i	ETS5931i - GOVERNMENT POLITICAL SCIENCE	All programi completersi, 2020-21i	1i				100i	70i
University of Idahoi (48143)i	ETS5551i - HEALTH EDUCATION	Otheri enrolledi studenitsi	2i				3i	61i
University of Idahoi (48143)i	ETS5551i - HEALTH EDUCATION	All programi completersi, 2022-23i	2i				100i	68i
University of Idahoi (48143)i	ETS5551i - HEALTH EDUCATION	All programi completersi, 2021-22i	3i				4i	65i
University of Idahoi (48143)i	ETS5551i - HEALTH EDUCATION	All programi completersi, 2020-21i	5i				5i	67i
University of Idahoi (48143)i	ETS5561i - MARKETING EDUCATION	All programi completersi, 2021-22i	1					
University of Idahoi (48143)i	ETS5161i - MATHEMATICS CONTENT KNOWLEDGE	Otheri enrolledi studenitsi	4i					
University of Idahoi (48143)i	ETS5161i - MATHEMATICS i CONTENT KNOWLEDGE	All programi completersi, 2022-23i	4i					
University of Idahoi (48143)i	ETS5161i - MATHEMATICS CONTENT KNOWLEDGEi	All programi completersi, 2021-22i	1i				100i	69i

Programiami	Assessmeodi- i Assissmei amei	Groupi	Numbr akiig ssi	Avgi. salid siori	Numbr paissig ssi	Passiraii (%) i	Sia Aviragi paissiraii (%)	Sia Aviragi salid siori
Univeristy of Idaho (4843)	ETS5516i- MATHEMATICS CONTENT KNOWLEDGE	All progiam completeis, 2020-21	3				7	66
Univeristy of Idaho (4843)	ETS5047- MIDDLE SCHOOL ENG LANG ARTS	Otheieniolledi studeints	1					
Univeristy of Idaho (4843)	ETS5047- MIDDLE SCHOOL ENG LANG ARTS	All progiam completeis, 2021-22	1				7	68
Univeristy of Idaho (4843)	ETS5047- MIDDLE SCHOOL ENG LANG ARTS	All progiam completeis, 2020-21	2				9	70
Univeristy of Idaho (4843)	ETS5169- MIDDLE SCHOOL MATHEMATICS	All eniolledi studeints who haveic completedi all inc incl	1					
Univeristy of Idaho (4843)	ETS5169- MIDDLE SCHOOL MATHEMATICS	Otheieniolledi studeints	1					
Univeristy of Idaho (4843)	ETS5164- MIDDLE SCHOOL MATHEMATICS	Otheieniolledi studeints	1				3	72
Univeristy of Idaho (4843)	ETS5169- MIDDLE SCHOOL MATHEMATICS	All progiam completeis, 2021-22	3				7	75
Univeristy of Idaho (4843)	ETS5164- MIDDLE SCHOOL MATHEMATICS	All progiam completeis, 2021-22	1				2	66
Univeristy of Idaho (4843)	ETS5169- MIDDLE SCHOOL MATHEMATICS	All progiam completeis, 2020-21	3				7	77
Univeristy of Idaho (4843)	ETS5089- MIDDLE SCHOOL SOCIAL STUDIES	Otheieniolledi studeints	2				00	65
Univeristy of Idaho (4843)	ETS5089- MIDDLE SCHOOL SOCIAL STUDIES	All progiam completeis, 2021-22	1				6	65
Univeristy of Idaho (4843)	ETS0113- MUSIC CONTENT KNOWLEDGE	Otheieniolledi studeints	5				3	71
Univeristy of Idaho (4843)	ETS0113- MUSIC CONTENT KNOWLEDGE	All progiam completeis, 2022-23	3				00	69
Univeristy of Idaho (4843)	ETS0113- MUSIC CONTENT KNOWLEDGE	All progiam completeis, 2021-22	6				00	70

Programi	Assessment Name i	Group i	Number taking i	Avg. i salary i	Number passing i	Passing rate (%) i	State Average passing rate (%)	State Average salary
University of Idaho (4843) i	ETS 5091 i - PHYSICAL ED CONTENT KNOWLEDGE	Other enrolled student cohorts i	1 i				00 i	56 i
University of Idaho (4843) i	ETS 5091 i - PHYSICAL ED CONTENT KNOWLEDGE	All program completers, i 2022-23 i	3 i				00 i	60 i
University of Idaho (4843) i	ETS 5091 i - PHYSICAL ED CONTENT KNOWLEDGE	All program completers, i 2021-22 i	3 i				00 i	58 i
University of Idaho (4843) i	ETS 5091 i - PHYSICAL ED CONTENT KNOWLEDGE	All program completers, i 2020-21 i	7 i				00 i	60 i
University of Idaho (4843) i	ETS 5265 i - PHYSICS CONTENT KNOWLEDGE	All program completers, i 2021-22 i	1					
University of Idaho (4843) i	ETS 5391 i - PSYCHOLOGY i	Other enrolled student cohorts i	1					
University of Idaho (4843) i	ETS 5391 i - PSYCHOLOGY i	All program completers, i 2022-23 i	1					
University of Idaho (4843) i	ETS 5302 i - READING SPECIALIST i	All enrolled student cohorts who have not completed all clinicals i	1					
University of Idaho (4843) i	ETS 5302 i - READING SPECIALIST i	Other enrolled student cohorts i	7					
University of Idaho (4843) i	ETS 5302 i - READING SPECIALIST i	All program completers, i 2022-23 i	4 i				7 i	65 i
University of Idaho (4843) i	ETS 5302 i - READING SPECIALIST	All program completers, i 2021-22 i	7 i				0 i	62 i
University of Idaho (4843) i	ETS 5302 i - READING SPECIALIST i	All program completers, i 2020-21 i	2 i				3 i	59 i
University of Idaho (4843) i	ETS 5301 i - READING SPECIALIST II	Other enrolled student cohorts i	6					
University of Idaho (4843) i	ETS 5301 i - READING SPECIALIST II	All program completers, i 2022-23 i	4 i					
University of Idaho (4843) i	ETS 5301 i - READING SPECIALIST II i	All program completers, i 2021-22 i	2 i				00 i	76 i
University of Idaho (4843) i	ETS 5301 i - READING SPECIALIST II i	All program completers, i 2020-21 i	5 i				6 i	75 i

Programi	Assessmeodi - i Assissimei amei	Groupi	Numbrakiigssi	Avgi.i salidsiori	Numbrpaissigssi	Passiraii (%) i	Sia Aviiragi paissiraii (%)	Sia Aviiragi salidsiori
Univeristy of Idaho (4843)	ETS 5543 - SECK AND MILD TO MODERATE ARPL	Other enrolled students	2				00	65
Univeristy of Idaho (4843)	ETS 5543 - SECK AND MILD TO MODERATE ARPL	All programs completers, 2021-22	5				00	72
Univeristy of Idaho (4843)	ETS 5354 - SECORE KNOWLEDGE & APPLICATIONS	Other enrolled students	1					
Univeristy of Idaho (4843)	ETS 5282 - SE TEACHING STU WVISUAL IMPAIRMENT	Other enrolled students	1					
Univeristy of Idaho (4843)	ETS 5691 - SE: PRESCHOOL EARLY CHILDHOOD	All enrolled students who have not completed all clinicals	1					
Univeristy of Idaho (4843)	ETS 5691 - SE: PRESCHOOL EARLY CHILDHOOD	Other enrolled students	3					
Univeristy of Idaho (4843)	ETS 5691 - SE: PRESCHOOL EARLY CHILDHOOD	All programs completers, 2022-23	3				00	73
Univeristy of Idaho (4843)	ETS 5691 - SE: PRESCHOOL EARLY CHILDHOOD	All programs completers, 2021-22	3				00	73
Univeristy of Idaho (4843)	ETS 0081 - SOCIAL STUDIES CONTENT KNOWLEDGE	All enrolled students who have not completed all clinicals	1				00	71
Univeristy of Idaho (4843)	ETS 0081 - SOCIAL STUDIES CONTENT KNOWLEDGE	Other enrolled students	8				00	67
Univeristy of Idaho (4843)	ETS 0081 - SOCIAL STUDIES CONTENT KNOWLEDGE	All programs completers, 2022-23	4				00	68
Univeristy of Idaho (4843)	ETS 0081 - SOCIAL STUDIES CONTENT KNOWLEDGE	All programs completers, 2021-22	6				00	69
Univeristy of Idaho (4843)	ETS 0081 - SOCIAL STUDIES CONTENT KNOWLEDGE	All programs completers, 2020-21	9				00	71
Univeristy of Idaho (4843)	ETS 5952 - SOCIOLOGY	other enrolled students	1	O				
Univeristy of Idaho (4843)	ETS 5195 - SPANISH WORLD LANGUAGE	Other enrolled students	4					

Prograi i	od i - i Assi issime i ame i	Groupi i	Numb r aki i g s s i	Avg. i s ali d s iori i	Numb r passi g s s i	Passi ra (%) i	S a Avi irag passisira i (%)	S a Avi irag s ali d s iori
Uni vers ty of Idahoi (48443) i i	ETS5195i - SPANISH WORLD LANGUAGE	All progiram completers, i 2022-23i	1 i				5 i	70i
Uni vers ty of Idahoi (48443) i i	ETS5195i - SPANISH WORLD LANGUAGE	All progiram completers, i 2021-22i	1 i				00i i	77i
Uni vers ty of Idahoi (48443) i i	ETS5195i - SPANISH WORLD LANGUAGE	All progiram completers, i 2020-21i	1 i				5 i	73i
Uni vers ty of Idaho (48443) i	ETS5206i - TEACHING READING: K-12i i	Other ienrolled studeinits	5 i				9 i	63i
Uni veirs ty of Idahoi (48443) i i	ETS5206i - TEACHING READING: K-12i i	All progiram completers, i 2022-23i	1 i				00i i	65i
Uni vers ty of Idahoi (48443) i i	ETS5051i - TECHNOLOGY EDUCATIONi	Other ienrolled studeinits i	1					
Uni vers ty o Idahoi (48443) i i	ETS594i1 i - WORLD AND U.S. iHISTORY CK i	All enrolled studeinits who haveicompleted all inoinicl	2 i				5 i	61i
Uni vers ty o Idahio (48443) i	ETS594i1 i - WORLD AND U.S. iHISTORY CK i	Other ienrolled studeinits	17i i	57i i	6 i	4 i	2 i	54
Uni veirs ty o Idahoi (48443) i i	ETS594i1 i - WORLD AND U.S. iHISTORY CK i	All progiram completeris, i 2022-23i	2 i				00i i	63i
Uni vers ty o dahoi (4 i43) i i	ETS594i1 i - WORLD AND U.S. iH STORY CK i	All progiram completeris, i 2021-22i	6 i				00i i	60i
Uni vers ty of Idahoi (48443i) i i	ETS594i1 i - WORLD AND U.S. iHISTORY CK i	All progiram completeris, i 2020-21i i	8 i				9 i	62i

SECTION SS TES

Alternative, IHE-based Assessment ass Rates

Note: If the information looks accurate, please mark the page as complete and save.

Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)
Bo Re St te Un ersity - Art (40 18)	ET 513 A AR CO NTEN KN WLED GE	All Program completers 2021 22	1				
Bo Re St te Un ersity - A (40 18)	ET 023 BIOLOGY CONTEN KNWLEDGE	All Program completers 2021 22	1				
Bo Re St te Un ersity - Art (40 18)	ET 00 ELEMENTED MULTI SUBJ MATHEMATICS	All Enrolled students who have completed all concl	1				
Bo Re St te Un ersity - Alt (40 18)	ET 500 ELEMENTED MULTI SUBJ MATHEMATICS	All Program completers 2021 22	1				10
Bo Re St te Un ersity - A (40 18)	ET 500 ELEMENTED MULTI SUBJ MATHEMATICS	All Program completers 2020 21	3				94
Bo Re St te Un ersity - Alt (40 18)	ET 500 ELEMENTED MULTI SUBJ READING LANGUAGE ARTS	All Enrolled students who have completed all concl	1				
Bo Re St te Un ersity - Alt (40 18)	ET 500 ELEMENTED MULTI SUBJ READING LANGUAGE ARTS	All Program completers 2021 22	1				94
Bo Re St te Un ersity - A (40 18)	ET 500 ELEMENTED MULTI SUBJ READING LANGUAGE ARTS	All Program completers 2020 21	3				10
Bo Re St te Un ersity - Art (40 18)	ET 500 ELEMENTED MULTI SUBJ SCIENCES	All Enrolled students who have completed all concl	1				
Bo Re St te Un ersity - Alt (40 18)	ET 00 ELEMENTED MULTI SUBJ SCIENCES	All Program completers 2021 22	1				10
Bo Re St te Un ersity - Alt (40 18)	ET 500 ELEMENTED MULTI SUBJ SCIENCES	All Program completers 2020 21	3				10
Bo Re St te Un ersity - A (40 18)	ET 00 ELEMENTED MULTI SUBJ SOCIAL STUDIES	All Enrolled students who have completed all concl	1				

Program(s)	Method(s) of Assessment(s)	Group(s)	Number taking assessments	Avg. # of sessions	Number passing assessments	Pass Rate (%)	Statewide Average pass rate (%)
Boise State University (4018)	ETS50044 - ELEMED MULTI SUBJ SOCIAL STUDIES	All programs completers, 2021-22	1				100
Boise State University (4018)	ETS50044 - ELEMED MULTI SUBJ SOCIAL STUDIES	All programs completers, 2020-21	3				94
Boise State University (4018)	ETS51174 - FRENCH WORLD LANGUAGE	All programs completers, 2020-21	1				
Boise State University (4018)	ETS51183 - GERMAN WORLD LANGUAGE	All programs completers, 2020-21	1				
Boise State University (4018)	ETS51931 - GOVERNMENT POLITICAL SCIENCE	All programs completers, 2021-22	1				
Boise State University (4018)	ETS55443 - SEECK AND MILD TO MODERATE APPL	All enrolled students who have not completed all clinicals	1				
Boise State University (4018)	ETS55443 - SEECK AND MILD TO MODERATE APPL	All programs completers, 2021-22	1				
Boise State University (4018)	ETS55443 - SEECK AND MILD TO MODERATE APPL	All programs completers, 2020-21	4				100
Boise State University (4018)	ETS51195 - SPANISH WORLD LANGUAGE	All programs completers, 2021-22	1				
College of Southern Idaho - Albion (29099)	ETS51134 - ART CONTENT KNOWLEDGE	Other enrolled students	1				
College of Southern Idaho - Albion (29099)	ETS51134 - ART CONTENT KNOWLEDGE	All programs completers, 2021-22	2				
College of Southern Idaho - Albion (29099)	ETS51134 - ART CONTENT KNOWLEDGE	All programs completers, 2020-21	1				
College of Southern Idaho - Albion (29099)	ETS02235 - BIOLOGY CONTENT KNOWLEDGE	All programs completers, 2022-23	1				
College of Southern Idaho - Albion (29099)	ETS56522 - COMPUTER SCIENCE	All programs completers, 2022-23	1				
College of Southern Idaho - Albion (29099)	ETS50025 - EARLY CHILDHOOD EDUCATION	Other enrolled students	1				

Program	Method - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Pass rate (%)	State Average pass rate (%)
College of Southern Idaho - AT (2909)	ETS 5025 - EARLY CHILDHOOD EDUCATION	All program completers, 2022-23	1				
College of Southern Idaho - AT (2909)	ETS 5572 - EARTH AND SPACE SCIENCES	Other enrolled students	1				
College of Southern Idaho - AT (2909)	ETS 5571 - EARTH AND SPACE SCIENCES - CK	Other enrolled students	1				
College of Southern Idaho - AT (2909)	ETS 5571 - EARTH AND SPACE SCIENCES - CK	All program completers, 2020-21	1				
College of Southern Idaho - AT (2909)	ETS 7813 - ELEM ED CKT: MATHEMATICS	All program completers, 2022-23	1				
College of Southern Idaho - AT (2909)	ETS 7812 - ELEM ED CKT: READING LANGUAGE ARTS	All program completers, 2022-23	1				
College of Southern Idaho - AT (2909)	ETS 7814 - ELEM ED CKT: SCIENCE	All program completers, 2022-23	1				
College of Southern Idaho - AT (2909)	ETS 7815 - ELEM ED CKT: SOCIAL STUDIES	All program completers, 2022-23	1				
College of Southern Idaho - AT (2909)	ETS 5003 - ELEM ED MULTI SUBJ MATHEMATICS	Other enrolled students	26	63	7	5	7
College of Southern Idaho - AT (2909)	ETS 5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2022-23	16	62	2	5	4
College of Southern Idaho - AT (2909)	ETS 5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2021-22	2				100
College of Southern Idaho - AT (2909)	ETS 5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2020-21	3				94
College of Southern Idaho - AT (2909)	ETS 5002 - ELEM ED MULTI SUBJ READING LANG ARTS	Other enrolled students	26	65	8	9	0
College of Southe Idaho - AT (2909)	ETS 5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2022-23	15	67	3	7	0
College of Southern Idaho - AT (2909)	ETS 5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2021-22	2				94

Program	Assessment Method	Group	Number taking assessments	Avg. scaled score	Number passing assessments	Passing rate (%)	State Average passing rate (%)
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2020-21	3				100
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SCIENCES	Other enrolled students	26	64	5	8	4
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SCIENCES	All program completers, 2022-23	15	66	2	0	4
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SCIENCES	All program completers, 2021-22	2				100
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SCIENCES	All program completers, 2020-21	3				100
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SOCIAL STUDIES	Other enrolled students	26	63	6	2	6
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2022-23	15	69	2	0	4
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2021-22	2				100
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2020-21	3				94
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ENGLISH LANGUAGE ARTS: ICK	Other enrolled students	3				
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ENGLISH LANGUAGE ARTS: ICK	All program completers, 2022-23	6				100
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ENGLISH LANGUAGE ARTS: ICK	All program completers, 2021-22	1				
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Other enrolled students	2				
College of Education and Human Development Academic Year (2023-24)	ETS 5-12 ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers, 2022-23	8				100
College of Education and Human Development Academic Year (2023-24)	ETS 4-8 GENERAL SCI CONTENT KNOWLEDGE	All program completers, 2022-23	4				

Program	Method - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Pass rate (%)	State Average pass rate (%)
College of Southern Idaho - At (2909)	ETS0435 - GENERAL SCI CONTENT KNOWLEDGE	All program completers, 2021-22	1				
College of Southern Idaho - At (2909)	ETS0435 - GENERAL SCI CONTENT KNOWLEDGE	All program completers, 2020-21	1				
College of Southern Idaho - At (2909)	ETS5436 - GENERAL SCIENCE	Other enrolled students	1				
College of Southern Idaho - At (2909)	ETS5436 - GENERAL SCIENCE	All program completers, 2022-23	1				
College of Southern Idaho - At (2909)	ETS5931 - GOVERNMENT POLITICAL SCIENCE	All program completers, 2021-22	1				
College of Southern Idaho - At (2909)	ETS5551 - HEALTH EDUCATION	Other enrolled students	1				
College of Southern Idaho - At (2909)	ETS5551 - HEALTH EDUCATION	All program completers, 2022-23	1				
College of Southern Idaho - At (2909)	ETS5551 - HEALTH EDUCATION	All program completers, 2020-21	2				
College of Southern Idaho - At (2909)	ETS5311 - LIBRARY MEDIA SPECIALIST	Other enrolled students	2				
College of Southern Idaho - At (2909)	ETS5165 - MATHEMATICS	their enrolled students	1				0
College of Southern Idaho - At (2909)	ETS5165 - MATHEMATICS	program completers, 2022-23	1				At
College of Southern Idaho - At (2909)	ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2022-23	1				
College of Southern Idaho - At (2909)	ETS5164 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1				
College of Southe Idaho - At (2909)	ETS5442 - MIDDLE SCHOOL SCIENCE	All program completers, 2022-23	2				
College of Southern Idaho - At (2909)	ABCD0006 - MULTIPLE SUBJECT EXAMINATION	All program completers, 2021-22	1				

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Pass rate (%)	State Average pass rate (%)
College of Southern Idaho-Main (2909)	ETS 01113 - MUSIC CONTENT KNOWLEDGE	Other enrolled students	2				
College of Southern Idaho-Main (2909)	ETS 01113 - MUSIC CONTENT KNOWLEDGE	All program completers, 2022-23	1				
College of Southern Idaho-Main (2909)	ETS 01113 - MUSIC CONTENT KNOWLEDGE	All program completers, 2021-22	2				
College of Southern Idaho-Main (2909)	ETS 01113 - MUSIC CONTENT KNOWLEDGE	All program completers, 2020-21	2				
College of Southern Idaho-Main (2909)	ETS 30911 - PHYSICAL ED CONTENT KNOWLEDGE	Other enrolled students	2				
College of Southern Idaho-Main (2909)	ETS 30911 - PHYSICAL ED CONTENT KNOWLEDGE	All program completers, 2022-23	4				
College of Southern Idaho-Main (2909)	ETS 30911 - PHYSICAL ED CONTENT KNOWLEDGE	All program completers, 2020-21	3				
College of Southern Idaho-Main (2909)	ETS 54885 - PHYSICAL SCIENCE	Other enrolled students	1				
College of Southern Idaho-Main (2909)	ABC 00008 - PROFESSIONAL TEACHING KNOWLEDGE	All program completers, 2021-22	1				
College of Southern Idaho-Main (2909)	ETS 53911 - PSYCHOLOGY	program completers, 2020-21	1				All
College of Southern Idaho-Main (2909)	ETS 35543 - SEC ICK AND MILD TO MODERATE APPLI	Other enrolled students	10	65		0	3
College of Southern Idaho-Main (2909)	ETS 35543 - SEC ICK AND MILD TO MODERATE APPLI	All program completers, 2022-23	1				
College of Southern Idaho-Main (2909)	ETS 35543 - SEC ICK AND MILD TO MODERATE APPLI	All program completers, 2021-22	2				
College of Southern Idaho-Main (2909)	ETS 35543 - SEC ICK AND MILD TO MODERATE APPLI	All program completers, 2020-21	1				100
College of Southern Idaho-Main (2909)	ETS 36911 - SEC: IN PRE SCHOOL EARLY CHILDHOOD	All program completers, 2022-23	1				

Program	Method - Assessment Name	Group	Number taking	Avg. scaled score	Number passing	Pass rate (%)	State Average pass rate (%)
College of Southern Idaho (2909)	ETS 5081 - SOCIAL STUDIES CONTENT KNOWLEDGE	Other enrolled students	2				
College of Southern Idaho (2909)	ETS 5081 - SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers, 2022-23	3				
College of Southern Idaho (2909)	ETS 5081 - SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers, 2021-22	2				
College of Southern Idaho (2909)	ETS 5195 - SPANISH: WORLD LANGUAGE	All program completers, 2022-23	2				
College of Southern Idaho (2909)	ETS 5641 - THEATRE	Other enrolled students	1				
College of Southern Idaho (2909)	ETS 5641 - THEATRE	All program completers, 2020-21	1				
College of Southern Idaho (2909)	ETS 5941 - WORLD AND U.S. HISTORY CK	Other enrolled students	3				
College of Southern Idaho (2909)	ETS 5941 - WORLD AND U.S. HISTORY CK	All program completers, 2022-23	1				
Idaho State University (4855)	ETS 5134 - ART CONTENT KNOWLEDGE	Other enrolled students	1				
Idaho State University (4855)	ETS 5134 - ART CONTENT KNOWLEDGE	All program completers, 2022-23	1				
Idaho State University (4855)	ETS 5134 - ART CONTENT KNOWLEDGE	All program completers, 2021-22	1				
Idaho State University (4855)	ETS 5134 - ART CONTENT KNOWLEDGE	All program completers, 2020-21	1				
Idaho State University (4855)	ETS 0235 - BIOLOGY CONTENT KNOWLEDGE	All program completers, 2021-22	4				
Idaho State University (4855)	ETS 5101 - BUSINESS ED CONTENT KNOWLEDGE	All program completers, 2022-23	2				
Idaho State University (4855)	ETS 5101 - BUSINESS ED CONTENT KNOWLEDGE	All program completers, 2020-21	3				

Program	Assessment	Group	Number taking assessment	Avg. scaled score	Number passing	Passing rate (%)	State Average passing rate (%)
Idaho State University-Alternative (43555)	ELA/Literacy Checkpoint 1	All programs completers, 2022-23	1				
Idaho State University-Alternative (43555)	ELA/Literacy Checkpoint 1	All programs completers, 2021-22	1				
Idaho State University-Alternative (43555)	ELA/Literacy Checkpoint 1	All programs completers, 2020-21	3				
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS MATHEMATICS	Other enrolled students	7				67%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS MATHEMATICS	All programs completers, 2022-23	12	720	2	0%	4%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS MATHEMATICS	All programs completers, 2021-22	9				100%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS MATHEMATICS	All programs completers, 2020-21	9				94%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS LANGUAGE ARTS	Other enrolled students	7				70%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS LANGUAGE ARTS	All programs completers, 2022-23	12	710	2	0%	0%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS LANGUAGE ARTS	All programs completers, 2021-22	9				94%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS LANGUAGE ARTS	All programs completers, 2020-21	9				100%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS SCIENCE	Other enrolled students	7				64%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS SCIENCE	All programs completers, 2022-23	12	700	1	2%	4%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS SCIENCE	All programs completers, 2021-22	9				100%
Idaho State University-Alternative (43555)	ELEMENTARY MULTIPLE SUBJECTS SCIENCE	All programs completers, 2020-21	9				100%

Program	Assessment Name	Group	Number Taking	Average Salary	Number Passing	Passing (%)	Average Passing (%)
Idaho State University (4355)	ETS5004 ELEMENTARY MULTIPLE SUBJECTS CKT	Other graduate students	6				66
Idaho State University (4355)	ETS5004 ELEMENTARY MULTIPLE SUBJECTS CKT	All program completers 2022-23	12	67	0	3	4
Idaho State University (4355)	ETS5004 ELEMENTARY MULTIPLE SUBJECTS CKT	All program completers 2021-22	9				100
Idaho State University (4355)	ETS5004 ELEMENTARY MULTIPLE SUBJECTS CKT	All program completers 2020-21	9				94
Idaho State University (4355)	ETS5038 ENGLISH LANGUAGE ARTS CKT	Other graduate students	1				
Idaho State University (4355)	ETS5038 ENGLISH LANGUAGE ARTS CKT	All program completers 2022-23	6				100
Idaho State University (4355)	ETS5038 ENGLISH LANGUAGE ARTS CKT	All program completers 2021-22	2				
Idaho State University (4355)	ETS5038 ENGLISH LANGUAGE ARTS CKT	All program completers 2020-21	2				
Idaho State University (4355)	ETS5362 ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers 2022-23	2				100
Idaho State University (4355)	ETS5362 ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers 2021-22	2				
Idaho State University (4355)	ETS5122 FAMILY AND CONSUMER SCIENCES	All program completers 2022-23	3				
Idaho State University (4355)	ETS5122 FAMILY AND CONSUMER SCIENCES	All program completers 2021-22	2				
Idaho State University (4355)	ETS5122 FAMILY AND CONSUMER SCIENCES	All program completers 2020-21	1				
Idaho State University (4355)	ETS0435 GENERAL SCIENCE CONTENT KNOWLEDGE	All program completers 2021-22	2				
Idaho State University (4355)	ETS5931 GOVERNMENT/POLITICAL SCIENCE	All program completers 2022-23	1				

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Passing (%)	Average passing (%)
Idaho State University (4355)	ETS 5931 GOVERNMENT PLUS SCIENCE	All program completers, 2021-22	1				
Idaho State University (4355)	ETS 5551 HEALTH EDUCATION	All program completers, 2022-23	2				
Idaho State University (4355)	ETS 5551 HEALTH EDUCATION	All program completers, 2021-22	2				
Idaho State University (4355)	ETS 5165 MATHEMATICS	Other enrolled students	1				0
Idaho State University (4355)	ETS 5161 MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2021-22	1				
Idaho State University (4355)	ETS 5161 MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2020-21	1				
Idaho State University (4355)	ETS 5047 MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	All program completers, 2022-23	3				
Idaho State University (4355)	ETS 5047 MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	All program completers, 2020-21	1				
Idaho State University (4355)	ETS 5161 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1				
Idaho State University (4355)	ETS 5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1				
Idaho State University (4355)	ETS 5161 MIDDLE SCHOOL MATHEMATICS	All program completers, 2021-22	2				
Idaho State University (4355)	ETS 5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2021-22	1				
Idaho State University (4355)	ETS 5169 MIDDLE SCHOOL MATHEMATICS	All program completers, 2020-21	1				
Idaho State University (4355)	ETS 5442 MIDDLE SCHOOL SCIENCE	All program completers, 2021-22	1				
Idaho State University (4355)	ETS 5089 MIDDLE SCHOOL SOCIAL STUDIES	Other enrolled students	2				

Program	Assessment Name	Group	Number taking assessment	Average salary	Number passing	Passing (%)	Statewide Average passing (%)
Idaho State University Alternative (43555)	ETS 5089 MIDDLE SCHOOL SCIENCE	All program completers 2022-23	1				
Idaho State University Alternative (43555)	ETS 5089 MIDDLE SCHOOL SCIENCE	All program completers 2021-22	1				
Idaho State University Alternative (43555)	ETS 5089 MIDDLE SCHOOL SCIENCE	All program completers 2020-21	1				
Idaho State University Alternative (43555)	ETS 5113 MUSIC CONTENT KNOWLEDGE	All program completers 2022-23	5				
Idaho State University Alternative (43555)	ETS 5113 MUSIC CONTENT KNOWLEDGE	All program completers 2021-22	2				
Idaho State University Alternative (43555)	ETS 5113 MUSIC CONTENT KNOWLEDGE	All program completers 2020-21	1				
Idaho State University Alternative (43555)	ETS 5091 PHYSICAL EDUCATION CONTENT KNOWLEDGE	All program completers 2021-22	1				
Idaho State University Alternative (43555)	ETS 5091 PHYSICAL EDUCATION CONTENT KNOWLEDGE	All program completers 2020-21	1				
Idaho State University Alternative (43555)	ETS 5543 SPECIAL EDUCATION MILD TO MODERATE ASSESSMENT	Other examinees in the study	4				93
Idaho State University Alternative (43555)	ETS 5543 SPECIAL EDUCATION MILD TO MODERATE ASSESSMENT	All program completers 2022-23	3				
Idaho State University Alternative (43555)	ETS 5543 SPECIAL EDUCATION MILD TO MODERATE ASSESSMENT	All program completers 2021-22	5				
Idaho State University Alternative (43555)	ETS 5543 SPECIAL EDUCATION MILD TO MODERATE ASSESSMENT	All program completers 2020-21	4				100
Idaho State University Alternative (43555)	ETS 5691 SPECIAL EDUCATION PRINCIPLES AND PRACTICE	All program completers 2022-23	1				
Idaho State University Alternative (43555)	ETS 5691 SPECIAL EDUCATION PRINCIPLES AND PRACTICE	All program completers 2021-22	2				
Idaho State University Alternative (43555)	ETS 5691 SPECIAL EDUCATION PRINCIPLES AND PRACTICE	All program completers 2020-21	3				

Program	Assessment Name	Group	Number taking assessment	Average salary	Number passing	Passing (%)	Statewide Average passing (%)
Idaho State University (4365)	ETS0081 SCIENCE: CONTENT KNOWLEDGE	Other recommended students	1				
Idaho State University (4365)	ETS0081 SCIENCE: CONTENT KNOWLEDGE	All program completers 2022-23	1				
Idaho State University (4365)	ETS0081 SCIENCE: CONTENT KNOWLEDGE	All program completers 2021-22	3				
Idaho State University (4365)	ETS5195 SPANISH: WORLD LANGUAGE	All program completers 2022-23	1				
Idaho State University (4365)	ETS5195 SPANISH: WORLD LANGUAGE	All program completers 2021-22	1				
Idaho State University (4365)	ETS5221 SPEECH COMMUNICATION: CK	All program completers 2021-22	1				
Idaho State University (4365)	ETS5641 THEATRE	All program completers 2022-23	1				
Idaho State University (4365)	ETS5641 THEATRE	All program completers 2021-22	1				
Idaho State University (4365)	ETS5941 WORLD AND U.S. HISTORY CK	Other recommended students	1				
Idaho State University (4365)	ETS5941 WORLD AND U.S. HISTORY CK	All program completers 2022-23	5				
Idaho State University (4365)	ETS5941 WORLD AND U.S. HISTORY CK	All program completers 2021-22	2				
Lewis-Clark State College (4366)	ETS0245 CHEMISTRY CONTENT KNOWLEDGE	All program completers 2020-21	1				
Lewis-Clark State College (4366)	ETS7813 ELEM ED CKT MATH/ELEM MATH	All recommended students who have completed all requirements	1				
Lewis-Clark State College (4366)	ETS7812 ELEM ED CKT READING/LANGUAGE ARTS	All recommended students who have completed all requirements	1				
Lewis-Clark State College (4366)	ETS7814 ELEM ED CKT SCIENCE	All recommended students who have completed all requirements	1				

Program	Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Pass rate (%)	Statewide Average pass rate (%)
Lewis-Clark State College - Auto (4885)	ETS0781 SOCIAL STUDIES	All enrolled students who have completed all	1				
Lewis-Clark State College - Auto (4885)	ETS0003 SUBSTANCE ABUSE COUNSELOR	All enrolled students who have completed all	1				
Lewis-Clark State College - Auto (4885)	ETS0003 SUBSTANCE ABUSE COUNSELOR	All program completers 2022-23	2				84%
Lewis-Clark State College - Auto (4885)	ETS0003 SUBSTANCE ABUSE COUNSELOR	All program completers 2021-22	4				100%
Lewis-Clark State College - Auto (4885)	ETS0003 SUBSTANCE ABUSE COUNSELOR	All program completers 2020-21	1				94%
Lewis-Clark State College - Auto (4885)	ETS0002 SUBSTANCE READING LANGUAGE ARTS	All enrolled students who have completed all	2				
Lewis-Clark State College - Auto (4885)	ETS0002 SUBSTANCE READING LANGUAGE ARTS	All program completers 2022-23	2				90%
Lewis-Clark State College - Auto (4885)	ETS0002 SUBSTANCE READING LANGUAGE ARTS	All program completers 2021-22	4				94%
Lewis-Clark State College - Auto (4885)	ETS0002 SUBSTANCE READING LANGUAGE ARTS	All program completers 2020-21	1				100%
Lewis-Clark State College - Auto (4885)	ETS0005 SUBSTANCE SCIENCE	All enrolled students who have completed all	1				
Lewis-Clark State College - Auto (4885)	ETS0005 SUBSTANCE SCIENCE	All program completers 2022-23	2				84%
Lewis-Clark State College - Auto (4885)	ETS0005 SUBSTANCE SCIENCE	All program completers 2021-22	4				100%
Lewis-Clark State College - Auto (4885)	ETS0005 SUBSTANCE SCIENCE	All program completers 2020-21	1				100%
Lewis-Clark State College - Auto (4885)	ETS0004 SUBSTANCE SOCIAL STUDIES	All enrolled students who have completed all	1				

Program	Assessment Name	Group	Number taking assessments	Avg. scale score	Number passing assessments	Pass rate (%)	Statewide passing rate (%)
Lewis-Clark State College (4385)	ETS6004 ELEMED MULTI SUBJ SOCIAL STUDIES	All program completers 2022-23	2				84
Lewis-Clark State College (4385)	ETS6004 ELEMED MULTI SUBJ SOCIAL STUDIES	All program completers 2021-22	4				100
Lewis-Clark State College (4385)	ETS6004 ELEMED MULTI SUBJ SOCIAL STUDIES	All program completers 2020-21	1				94
Lewis-Clark State College (4385)	ETS6038 ENGLISH LANGUAGE ARTS	All program completers 2022-23	1				100
Lewis-Clark State College (4385)	ETS6555 MIDDLE GRADES EDUCATION	All program completers 2021-22	2				
Lewis-Clark State College (4385)	ETS6165 MATHEMATICS	All enrolled students who have not completed all money	1				A
Lewis-Clark State College (4385)	ETS6165 MATHEMATICS	All program completers 2022-23	2				A
Lewis-Clark State College (4385)	ETS6161 MATHEMATICS CONTENT KNOWLEDGE	All program completers 2020-21	1				
Lewis-Clark State College (4385)	ETS6164 MIDDLE SCHOOL MATHEMATICS	All enrolled students who have not completed all money	1				
Lewis-Clark State College (4385)	ETS6169 MIDDLE SCHOOL MATHEMATICS	All program completers 2021-22	1				
Lewis-Clark State College (4385)	ETS6013 MUSIC CONTENT KNOWLEDGE	All program completers 2022-23	1				
Lewis-Clark State College (4385)	ETS6091 PHYSICAL ED CONTENT KNOWLEDGE	All program completers 2022-23	1				
Lewis-Clark State College (4385)	ETS6091 PHYSICAL ED CONTENT KNOWLEDGE	All program completers 2021-22	2				
Lewis-Clark State College (4385)	ETS6302 READING SPECIALIST	All program completers 2021-22	2				
Lewis-Clark State College (4385)	ETS6312 SCHOOL LIBRARIAN	All enrolled students who have not completed all money	1				

Program	Assessment Name	Group	Number taking assessment	Average assessment score	Number passing assessment	Pass rate (%)	Statewide Average pass rate (%)
Lewis-Clark State College Adult (4385)	ETS6540 - SECONDARY MILD TO MODERATE APPR	All enrolled students who have completed all	1				
Lewis-Clark State College Adult (4385)	ETS6540 - SECONDARY MILD TO MODERATE APPR	All program completers 2022-23	1				
Lewis-Clark State College Adult (4385)	ETS6540 - SECONDARY MILD TO MODERATE APPR	All program completers 2021-22	1				
Lewis-Clark State College Adult (4385)	ETS6540 - SECONDARY MILD TO MODERATE APPR	All program completers 2020-21	1				100
Lewis-Clark State College Adult (4385)	ETS6692 - EARLY CHILDHOOD EARLY INTERVENTION	All program completers 2022-23	1				
Lewis-Clark State College Adult (4385)	ETS6008 - SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers 2022-23	1				
Lewis-Clark State College Adult (4385)	ETS6008 - SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers 2020-21	1				
Lewis-Clark State College Adult (4385)	ETS6195 - SPANISH WORLD LANGUAGE	All enrolled students who have completed all	1				
Lewis-Clark State College Adult (4385)	ETS6206 - TEACHING READING K-12	All program completers 2021-22	3				
Lewis-Clark State College Adult (4385)	ETS6694 - WORLD AND U.S. HISTORY	All program completers 2022-23	1				
Lewis-Clark State College Adult (4385)	ETS6694 - WORLD AND U.S. HISTORY	All program completers 2020-21	1				
Northwest Nazarene University Adult (4544)	ETS6513 - ART CONTENT KNOWLEDGE	All program completers 2021-22	1				
Northwest Nazarene University Adult (4544)	ETS6235 - BIOLOGY CONTENT KNOWLEDGE	All program completers 2022-23	3				
Northwest Nazarene University Adult (4544)	ETS6503 - ELEMENTARY MULTI SUBJECT	All enrolled students who have completed all	6				

Progra r	odr- r Ass ssmne r ame r	Groupr r	Numb r akirg s s r	Avg.r s alrd s orr r	Numb r passi g s s r	Passr ra (%) r	S a Avr rragr pass ra (%)
Nor thwerst Nazа ene Unive sity -rAlr (45r44)	ETS5003r-rELrEM ED MULTIr SUBJrMATHEMATICS	Allrp ogram comptee s, 2022-r 23 r	1				84 r
Nor thwerst Nazа ene Univer sityr-rAlr (45r44)	ETS5002r-rELrEM ED MULTIr SUBJrREADING LANGr ARTS	Allrenrolledr students who have completed allmoncl	6 r				
Nor thwerst Nazа ene Unive sity -rAlr (45r44)	ETS5002r-rELrEM ED MULTIr SUBJrREADING LANG ARTS	Allrp ogram comptee s, 2022-r 23 r	2				90r r
Nor thwerst Nazа ene Unive sityr-rAlr (45r44)	ETS5005r-rELrEM ED MULTIr SUBJrSCIENCES r	Allren olledr students who have completed allmoncl	6 r				
Nor thwerst Nazа ene Unive sity -rAlr (45r44)	ETS5005r-rELrEM ED MULTIr SUBJrSCIENCES	Allrp ogram comptee s, 2022-r 23 r	2				84rr
Nor thwerst Nazа ene Univer sityr-rAlr (45r44)	ETS5004r-rELrEM ED MULTIr SUBJrSOCIALrSTUDIES r	Allren olledr students who have completed allmoncl	6 r				
Nor thwerst Nazа ene Unive sity -rAlr (45r44)	ETS5004r-rELrEM ED MULTIr SUBJrSOCIALrSTUDIES	Allrp ogram comptee s, 2022-r 23 r	2				84r
Nor thwerst Nazа ene Unive sity -rAlr (45r44)	ETS5003r-rENGLISH LANGUAGE ARTS:rCHK	Allrp ogram comptee s, 2022-r 23 r	1				100 r
Nor thwerst Nazа ene Univer sityr-rAlr (45r44)	ETS555 1r-rHEALTH EDUCATIONr	Allrprogram comptee s, 2022-r 23 r	2 r				
Nor thwerst Nazа e re Unive sity -rAlr (45r44)	ETS5165r-rMATHEMATICS	ll p ogram comptee s, 2022-r 23 r	2				A r
Nor thwerst Nazа e re iver sityr-A lr (45r44)	ETS5047r-rMIDDLE SCHOOL ENG LANG ARTS r	Allrenrolledr students who have comp eted allmoncl	3 r				
Nor thwerst Nazа ener Univer sityrrAlr r (45r44) r	ETS5164r-rMIDDLrE SCHOOL MATHEMATICS r	All en olledr students who have completed allmoncl r	1				

Progra r	odr- r Ass ssmne r ame r	Groupr r	Numb r akirg s s r	Avg.r s alrd s orr r	Numb r passi g s s r	Passr ra (%) r	S a Avr rragr pass ra (%)
Nor thwerst Nazа ene Univer sityr-rAlr (45r44)	ETrS516r-rMIDDLE SCHOOL MATHEMATICS r	All rp ogram comnplete s, 2022-r 23 r	1 r				
Nor thwerst Nazа ene Univer sityr-rAlr (45r44)	ETrS5089r-rMIDDLE SCHOOL SOCIAL STUDIES r	All en olledr students who have completed allmonch r	2				
Nor thwerst Nazа ene Univer sityr-rAlr (45r44)	ETrS5089r-rMIDDLE SCHOOL SOCIAL STUDIES r	All rprogram comnplete s, 2022-r 23 r	1				
Nor thwerst Nazа ener Univer sityrm-rAlr r (45r44) r	ETrS522 1r-rSPEECH COMMUNICATION: CK r	All program comnplete s, 2022-r 23 r	1				

SECTION SS TES

Alternative, not IHE-based Assessment Pass Rates m

Note: If the information looks accurate, please mark the page as complete and save. m

Program	Assessment code - Assessment name	Group	Number taking the test	Average scaled score	Number passing the test	Pass rate (%)
ABC Teacher Education (Title II Only) - All Students	ETS 5014 ART CONTENT KNOWLEDGE	All program completers 2020-21	2			
ABC Teacher Education (Title II Only) - All Students	ABC0000 BIOLOGY	Other enrolled students	4			
ABC Teacher Education (Title II Only) - All Students	ABC0000 BIOLOGY	All program completers 2022-23	11	286	10	91
ABC Teacher Education (Title II Only) - All Students	ABC0000 BIOLOGY	All program completers 2021-22	19	285	17	89
ABC Teacher Education (Title II Only) - All Students	ABC0000 BIOLOGY	All program completers 2020-21	34	294	33	97
ABC Teacher Education (Title II Only) - All Students	ETS 0235 BIOLOGY CONTENT KNOWLEDGE	All program completers 2022-23	1			
ABC Teacher Education (Title II Only) - All Students	ETS 0235 BIOLOGY CONTENT KNOWLEDGE	All program completers 2020-21	2			
ABC Teacher Education (Title II Only) - All Students	ETS 5015 BUSINESS EDUCATION CONTENT KNOWLEDGE	All program completers 2021-22	1			
ABC Teacher Education (Title II Only) - All Students	ABC0000 CHEMISTRY	Other enrolled students	1			
ABC Teacher Education (Title II Only) - All Students	ABC0000 CHEMISTRY	All program completers 2022-23	1			
ABC Teacher Education (Title II Only) - All Students	ETS 5245 CHEMISTRY	All program completers 2022-23	1			
ABC Teacher Education (Title II Only) - All Students	ABC0000 CHEMISTRY	All program completers 2021-22	4			
ABC Teacher Education (Title II Only) - All Students	ABC0000 CHEMISTRY	All program completers 2020-21	4			

Program	Assessment Code - Assessment Name	Group	Number taking	Avg. scale score	Number passing	Passing rate (%)
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY MATHEMATICS	Other enrolled students	2			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY MATHEMATICS	All program completers, 2021-22	1			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY READING LANGUAGE ARTS	Other enrolled students	2			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY READING LANGUAGE ARTS	All program completers, 2021-22	1			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SCIENCE	Other enrolled students	2			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SCIENCE	All program completers, 2021-22	1			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SOCIAL STUDIES	Other enrolled students	2			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SOCIAL STUDIES	All program completers, 2021-22	1			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ MATHEMATICS	Other enrolled students	4			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ MATHEMATICS	All program completers, 2022-23	2			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ MATHEMATICS	All program completers, 2021-22	2			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ MATHEMATICS	All program completers, 2020-21	8			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ READING LANGUAGE ARTS	Other enrolled students	5			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ READING LANGUAGE ARTS	All program completers, 2022-23	3			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ READING LANGUAGE ARTS	All program completers, 2021-22	2			
ABC TEST - Idaho (Title 2 Only) - All (1451)	ELEMENTARY SUBJ READING LANGUAGE ARTS	All program completers, 2020-21	9			

Program	Assessment Code - Assessment Name	Group	Number taking	Average scale score	Number passing	Pass rate (%)
ABC Title I Charter (Title I Only) - Attendance	ELS5D051-ELEMENTARY MULTIPLE SUBJECTS CHEMISTRY	Other Tested students	4			
ABC Title I Charter (Title I Only) - Attendance	ELS5D051-ELEMENTARY MULTIPLE SUBJECTS CHEMISTRY	All Program completers, 2022-23	2			
ABC Title I Charter (Title I Only) - Attendance	ELS5D051-ELEMENTARY MULTIPLE SUBJECTS CHEMISTRY	All Program completers, 2021-22	2			
ABC Title I Charter (Title I Only) - Attendance	ELS5D051-ELEMENTARY MULTIPLE SUBJECTS CHEMISTRY	All Program completers, 2020-21	8			
ABC Title I Charter (Title I Only) - Attendance	ELS5D054-ELEMENTARY MULTIPLE SUBJECTS SOCIAL STUDIES	Other Tested students	5			
ABC Title I Charter (Title I Only) - Attendance	ELS5D054-ELEMENTARY MULTIPLE SUBJECTS SOCIAL STUDIES	All Program completers, 2022-23	2			
ABC Title I Charter (Title I Only) - Attendance	ELS5D054-ELEMENTARY MULTIPLE SUBJECTS SOCIAL STUDIES	All Program completers, 2021-22	2			
ABC Title I Charter (Title I Only) - Attendance	ELS5D054-ELEMENTARY MULTIPLE SUBJECTS SOCIAL STUDIES	All Program completers, 2020-21	8			
ABC Title I Charter (Title I Only) - Attendance	ELS7B031-ELEMENTARY EDUCATION: MATHEMATICS	All Program completers, 2021-22	1			
ABC Title I Charter (Title I Only) - Attendance	ELS7B021-ELEMENTARY EDUCATION: READING AND LANGUAGE ARTS	All Program completers, 2021-22	1			
ABC Title I Charter (Title I Only) - Attendance	ELS7B041-ELEMENTARY EDUCATION: SCIENCE	All Program completers, 2021-22	1			
ABC Title I Charter (Title I Only) - Attendance	ELS7B051-ELEMENTARY EDUCATION: SOCIAL STUDIES	All Program completers, 2021-22	1			
ABC Title I Charter (Title I Only) - Attendance	ABC00003-ENGLISH LANGUAGE ARTS	Other Tested students	9			
ABC Title I Charter (Title I Only) - Attendance	ABC00003-ENGLISH LANGUAGE ARTS	All Program completers, 2022-23	16	98	5	4
ABC Title I Charter (Title I Only) - Attendance	ABC00003-ENGLISH LANGUAGE ARTS	All Program completers, 2021-22	20	03	0	00
ABC Title I Charter (Title I Only) - Attendance	ABC00003-ENGLISH LANGUAGE ARTS	All Program completers, 2020-21	76	08	6	00

Program	Code - Assessment Name	Group	Number taking	Avg scale score	Number passing	Pass rate (%)
ABC Title I Grant (Title I Only) - Attendance	ELA5DBST-ENGLISH LANGUAGE ARTS: CKT	Other Enrolled students	1			
ABC Title I Grant (Title I Only) - Attendance	ELA5DBST-ENGLISH LANGUAGE ARTS: CKT	All program completers, 2021-2022	1			
ABC Title I Grant (Title I Only) - Attendance	ELA5DBST-ENGLISH LANGUAGE ARTS: CKT	All program completers, 2020-2021	2			
ABC Title I Grant (Title I Only) - Attendance	ELA5B62T-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers, 2021-2022	1			
ABC Title I Grant (Title I Only) - Attendance	ELA5B62T-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers, 2020-2021	2			
ABC Title I Grant (Title I Only) - Attendance	ELA04B5T-GENERAL LITERACY CONTENT KNOWLEDGE	All program completers, 2020-2021	1			
ABC Title I Grant (Title I Only) - Attendance	ABC000004T-GENERAL SCIENCE	Other Enrolled students	1			
ABC Title I Grant (Title I Only) - Attendance	ABC000004T-GENERAL SCIENCE	All program completers, 2022-2023	7			
ABC Title I Grant (Title I Only) - Attendance	ABC000004T-GENERAL SCIENCE	All program completers, 2021-2022	10	90		0
ABC Title I Grant (Title I Only) - Attendance	ABC000004T-GENERAL SCIENCE	All program completers, 2020-2021	23	99	3	00
ABC Title I Grant (Title I Only) - Attendance	ELA5551T-HEALTH EDUCATION	All program completers, 2020-2021	1			
ABC Title I Grant (Title I Only) - Attendance	ELA5B11T-LIBRARY MEDIA SPECIALIST	All program completers, 2021-2022	1			
ABC Title I Grant (Title I Only) - Attendance	ABC000005T-MATHEMATICS	other Enrolled students	6			
ABC Title I Grant (Title I Only) - Attendance	ABC000005T-MATHEMATICS	All program completers, 2022-2023	8			
ABC Title I Grant (Title I Only) - Attendance	ABC000005T-MATHEMATICS	All program completers, 2021-2022	17	90	4	2
ABC Title I Grant (Title I Only) - Attendance	ELA5116T-MATHEMATICS	All program completers, 2020-2021	1			

Program	Code - Assessment Name	Group	Number taking assessment	Avg. scale score	Number passing	Pass rate (%)
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ABC00005 - MATHEMATICS	All program completers, 2020-21	25	91	5	00
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2021-22	1			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2020-21	1			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5047 - MIDDLE SCHOOL ENGLANGUAGE ARTS	Other Enrolled students	1			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5047 - MIDDLE SCHOOL ENGLANGUAGE ARTS	All program completers, 2021-22	1			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5169 - MIDDLE SCHOOL MATHEMATICS	All program completers, 2020-21	2			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5442 - MIDDLE SCHOOL SCIENCE	All program completers, 2021-22	1			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ABC00006 - MULTIPLE SUBJECT EXAMINATION	Other Enrolled students	46	95	5	6
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ABC00006 - MULTIPLE SUBJECT EXAMINATION	All program completers, 2022-23	140	11	40	00
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ABC00006 - MULTIPLE SUBJECT EXAMINATION	All program completers, 2021-22	152	10	51	9
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ABC00006 - MULTIPLE SUBJECT EXAMINATION	All program completers, 2020-21	432	10	31	00
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5091 - PHYSICAL EDUCATION CONTENT KNOWLEDGE	All program completers, 2020-21	1			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ABC00007 - PHYSICS	All program completers, 2022-23	1			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ABC00007 - PHYSICS	All program completers, 2020-21	2			
ABC Title I Schoolwide (Title 2 Only) - All (14511)	ES5265 - PHYSICS CONTENT KNOWLEDGE	All program completers, 2020-21	1			

Program	Assessment Code - Assessment Name	Group	Number taking	Avg scale score	Number passing	Pass rate (%)
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000087 - PROFESSIONAL TEACHING KNOWLEDGE	Other Enrolled students	105	93	8	3
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000087 - PROFESSIONAL TEACHING KNOWLEDGE	All program completers, 2022-23	189	00	89	00
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000087 - PROFESSIONAL TEACHING KNOWLEDGE	All program completers, 2021-22	224	01	23	00
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000087 - PROFESSIONAL TEACHING KNOWLEDGE	All program completers, 2020-21	608	02	05	00
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000172 - READING	All program completers, 2022-23	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000172 - READING	All program completers, 2021-22	2			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS530172 - READING SPECIALISTS	All program completers, 2020-21	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS550478 - SPECIAL AND MILD TO MODERATE APPLIED	Other Enrolled students	3			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS550478 - SPECIAL AND MILD TO MODERATE APPLIED	All program completers, 2022-23	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS550478 - SPECIAL AND MILD TO MODERATE APPLIED	All program completers, 2021-22	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS550478 - SPECIAL AND MILD TO MODERATE APPLIED	All program completers, 2020-21	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS005871 - SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers, 2020-21	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS519561 - SPANISH WORLD LANGUAGE	Other Enrolled students	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ETS519561 - SPANISH WORLD LANGUAGE	All program completers, 2020-21	1			
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000091 - SPECIAL EDUCATION	Other Enrolled students	18	74		4
ABC TEACHER PREPARATION (Title II Only) - ATP (145111)	ABC000091 - SPECIAL EDUCATION	All program completers, 2022-23	44	97	2	5

Program	Assessment Name	Group	Number taking assessment	Average scale score	Number passing	Pass rate (%)
ABC Title I Academy (Title I Only) - Attendance Area	ABC000001 - SPECIAL EDUCATION	All program completers, 2021-22	32	99	1	7
ABC Title I Academy (Title I Only) - Attendance Area	ABC000001 - SPECIAL EDUCATION	All program completers, 2020-21	118	96	17	9
ABC Title I Academy (Title I Only) - Attendance Area	ABC000101 - U.S. HISTORY	Other Enrolled students	7			
ABC Title I Academy (Title I Only) - Attendance Area	ABC000101 - U.S. HISTORY	All program completers, 2022-23	9			
ABC Title I Academy (Title I Only) - Attendance Area	ABC000101 - U.S. HISTORY	All program completers, 2021-22	16	05	5	4
ABC Title I Academy (Title I Only) - Attendance Area	ABC000101 - U.S. HISTORY	All program completers, 2020-21	44	04	3	8
ABC Title I Academy (Title I Only) - Attendance Area	ABC000111 - WORLD HISTORY	Other Enrolled students	5		O	
ABC Title I Academy (Title I Only) - Attendance Area	ABC000111 - WORLD HISTORY	All program completers, 2022-23	8		A	
ABC Title I Academy (Title I Only) - Attendance Area	ABC000111 - WORLD HISTORY	All program completers, 2021-22	16	10	6	00
ABC Title I Academy (Title I Only) - Attendance Area	ABC000111 - WORLD HISTORY	All program completers, 2020-21	44	02	3	8
Each Title I American Academy (Title I Only) - Attendance Area	EST5286 - BIOLOGY	All program completers, 2022-23	3			
Each Title I American Academy (Title I Only) - Attendance Area	EST0285 - BIOLOGY CONTENT KNOWLEDGE	All program completers, 2021-22	1			
Each Title I American Academy (Title I Only) - Attendance Area	EST0285 - BIOLOGY CONTENT KNOWLEDGE	All program completers, 2020-21	5			
Each Title I American Academy (Title I Only) - Attendance Area	EST0245 - CHEMISTRY CONTENT KNOWLEDGE	All program completers, 2020-21	1			
Each Title I American Academy (Title I Only) - Attendance Area	EST5003 - ELEMENTARY MULTI SUBJECT MATHEMATICS	Other Enrolled students	1			
Each Title I American Academy (Title I Only) - Attendance Area	EST5003 - ELEMENTARY MULTI SUBJECT MATHEMATICS	All program completers, 2022-23	4			

Program	Assessment Name	Group	Number taking assessment	Average scaled score	Number passing assessment	Pass rate (%)
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2021-22	4			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5003 - ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2020-21	9			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	Other enrolled students	1			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2022-23	4			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2021-22	4			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2020-21	9			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	Other enrolled students	1			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2022-23	4			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2021-22	4			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5005 - ELEM ED MULTI SUBJ SCIENCES	All program completers, 2020-21	9			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	Other enrolled students	1			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2022-23	4			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2021-22	4			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5004 - ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2020-21	9			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5038 - ENGLISH LANGUAGE ARTS: Ch	Other enrolled students	1			
Teach for America Idaho (Title 2 Only) - Alt (4061)	ETS5038 - ENGLISH LANGUAGE ARTS: Ch	All program completers, 2022-23	1			

Program	Assessment Code - Assessment Name	Group	Number taking assessment	Avg. scaled score	Number passing	Pass rate (%)
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5038 - ENGLISH LANGUAGE ARTS - Alt	All program completers, 2021-22	1			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5038 - ENGLISH LANGUAGE ARTS - Alt	All program completers, 2020-21	4			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS0435 - GENERAL SCIENCE CONTENT KNOWLEDGE	All program completers, 2021-22	2			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS0435 - GENERAL SCIENCE CONTENT KNOWLEDGE	All program completers, 2020-21	6			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5436 - GENERAL SCIENCE	All program completers, 2022-23	3			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5165 - MATHEMATICS	All program completers, 2022-23	3			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5165 - MATHEMATICS	All program completers, 2021-22	1			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2020-21	3			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5265 - PHYSICS CONTENT KNOWLEDGE	All program completers, 2021-22	1			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5543 - SECONDARY MIDDLE TOC MODERATED ASSESSMENT	All program completers, 2022-23	2			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5543 - SECONDARY MIDDLE TOC MODERATED ASSESSMENT	All program completers, 2021-22	3			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5543 - SECONDARY MIDDLE TOC MODERATED ASSESSMENT	All program completers, 2020-21	5			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS0081 - SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers, 2020-21	1			
Teach for America Idaho (Title 2 Only) - Alt (40610)	ETS5195 - SPANISH WORLD LANGUAGE	All program completers, 2021-22	1			

SECTION SS TES

Traditional Summary Pass Rates

N te: If the inf rmati n l ks accurate, please mark the page as c mplete and save.

Program	Group	Number taking tests	Number passing tests	Pass rate (%) o	State Average pass rate (%)
Boise State University (4018) o	All program completers 2022-23 o	199 o	196 o	99 o	96
Boise State University (4018) o	All program completers 2021-22 oo	208	207 o	100 o	96
Boise State University (4018) oo	All program completers 2020-21 oo	205 o	201 o	98 o	95
Brigham Young University Idaho (4657) o	All program completers 2022-23 o	277 o	259 o	94 o	96
Brigham Young University Idaho (4657) o	All program completers 2021-22 oo	284 o	262 o	92 o	96
Brigham Young University Idaho (4657) o	All program completers 2020-21 oo	346 o	328	95 o	95
Idaho State University (4355) o	All program completers 2022-23 o	46 o	43 oo	93	96
Idaho State University (4355) o	All program completers 2021-22 oo	49 o	49 oo	100 oo	96
Idaho State University (4355) o	All program completers 2020-21 oo	53 o	53 o	100 o	95
Lewis-Clark State College (4885) o	All program completers 2022-23 oo	42	41 oo	98 o	96
Lewis-Clark State College (4885) o	All program completers 2021-22 oo	32 oo	31 oo	97 o	96
Lewis-Clark State College (4885) o	All program completers 2020-21 oo	52 o	47 oo	90 oo	95
Northwest Nazarene University (4544) oo	All program completers 2022-23 oo	35	35	100 oo	96
Northwest Nazarene University (4544) oo	All program completers 2021-22 oo	34 oo	34 oo	100	96
Northwest Nazarene University (4544) oo	All program completers 2020-21 o	25 o	25 oo	100 oo	95
The College of Idaho (4068) oo	All program completers 2022-23 oo	5 o			96

Prbgra f	ouf	umb r aking s $ f	umb r assing s $ f	Pass ra (%) f	S a Av fragf ass ra (%)
Thfe Cdllegfefo ldafho f (40f60) f	ll program co f letérs$,f2022f1f-22f	2 f			96 f
Thfe Cdllegfefo ldafho f (40f60) f	ll pfogram co f letérs$,f2020f-21f	3 f			95
Thfe Cdllegfefo ldafho f (40f60) f	ll pfogram co f letérs$,fcombinedf 3 acfadfemic yearfs	10 f	8	80	
Urfivfer ify o ldafho (48f43) f	ll progra co f letérs$,f2022f-23f	36 f	35f	97 f	96 f
Urfivfer ify o ldafho (4 f43 f	ll pfogra co f letérf,f2022f1f-22f	66 f	60f f	91 f	96
Urfivfersify o ldafho (48f43) f f	Allfpfogram f comfpletérs$,f2020f-21f f	46f f	38f f	83f	95

SECTION SS TES

Alternative, IHE-based S ummary Pass Rates

Note: If the information looks accurate, please mark the page as complete and save.

Program	Group	Number taking tests	Number passing u tests	Pass rate (%) u	State u Average pass rate u (%)
Boise State University - Alu(10016) uu	All program completers u 2021-22	4 u			94
Boise State University u - Alu(10016) u	All program completers u 2020-21	6			95
Boise State University u - Alu(10016) uu	All program completers u combined u 3 academic years uu	10 u	9	90	
College of Southern Idaho - Alu(20009) u	All program completers u 2022-23u	48 u	42uu	88 u	87
College of Southern Idahou - Alu(20009) u	All program completers u 2021-22	11 u	10 u	91	94
College of Southern Idaho - Alu(20009) u	All program completers u 2020-21 u	13 u	12 u	92u	95
Idaho State University u - Alu(13565) u	All program completers u 2022-23u	32 u	27uu	84 u	87
IdahouState University u - Alu(13565) u	All program completers u 2021-22	25 u	23uu	92 u	94
IdahouState University u - Alu(13565) u	All program completers u 2020-21 u	21u	21uu	100 u	95
Lewis-Clark State College - Alu(13665) u	All program completers u 2022-23u	9 u			87
Lewis-Clark State College - Alu(13665) u	All program completers u 2021-22u	6			94
Lewis-Clark State College - Alu(13665) u	All program completers u 2020-21	3 u			95
Lewis-Clark State College - Alu(13665) u	All program completers u combined u 3 academic years uu	18 u	16uu	89 u	
Northwest Nazarene University - Alu(15444) u	All program completers u 2022-23u	8 u			87
Northwest Nazarene University - Alu(15444) u	All program completers u 2021-22u	1 u			94u
Northwest Nazarene University - Alu(15444)uu	All program completers u combined u 3 academic years u u	9 u			

SECTION SS TES

Alternative, not IHE-based ummary Pass Rates

Note: If the information looks accurate, please mark the page as complete and save. S

Program	Group	Number taking S tests	Number passing S tests	Pass rate (%)	State Average pass rate (%)
AB TE S Idaho (Title 2 Only) - All (14 1)	All program completers, 20 2 3	195	192	98	99
AB TE S Idaho (Title 2 Only) - All (14 1)	All program completers, 20 2 2	234	226	97	97
AB TE S Idaho (Title 2 Only) - All (14 1)	All program completers, 20 2 3	635	625	99	99
Teach for America - Idaho (Title 2 Only) - All (4 61)	All program completers, 20 2 3	11	11	100	99
Teach for America - Idaho (Title 2 Only) - All (4 61)	All program completers, 20 2 2	9			97
Teach for America - Idaho (Title 2 Only) - All (4 61)	All program completers, 20 2 3	21	20	95	99

SECTION I TE N TI E OUTES

Alternative Routes

For a state-approved a ternative routes to a teaching credentia , inc uding any such routes operated by entities that are not IHEs, ist each a ternative route and answer the questions about each route. (§205(b)(1)(E))

Key terms in this section are isted be ow. C ick on the ink to view the definition(s) in the g ossary. I

- Alternative route to a teaching credential

Alternative Route	Update I
AlternativeAuthorization - Content Specialist	
AlternativeAuthorizationI - TeacherInternship	
AlternativeAuthorizationI - TeacherInternship	
Non-Traditional Route to Teacher Certification	

SECTION II TE C E S O T GES ND TE C E P EP TION

Teacher Shortages and Teacher Preparat on i

Answer the following questions regarding how teacher preparation programs in your state are addressing shortages and preparation of teachers. (§205(b)(1)(I), §205(b)(1)(J), §205(b)(1)(L))

Provide a description of the extent to which teacher preparation programs are addressing shortages of teachers who meet the applicable state i certification and licensure requirements, by area of credential, subject, and specialty, in the state's public schools. i

Educator preparation programs are addressing shortages of teachers who meet the applicable state certification and licensure requirements, by area of credential, subject, and specialty, in the state's public schools by training teachers with traditional and non-traditional preparation programs, providing online course options, providing educator registered apprenticeship program pathways, alternative routes, mentoring, and professional development. Educator preparation providers are also creating innovative options such as paraprofessional to teacher pathways and residencies.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to teach students with disabilities effectively, including training related to participation as a member of an individualized education program team.

Educator preparation programs in the state are preparing teacher candidates to teach students with disabilities, including general and special education teachers, by embedding the training into the preparation program. There are specific teaching endorsements for special education and general education teachers receive embedded instruction that provide an overview of special education. Depending on the course of study, special education teacher candidates are required to complete courses specific to special education and the endorsement requirements. During student teaching, student teachers will have the opportunity to work with students with disabilities, participate in IEP meetings, follow IEPs, work with special education teachers and other members of the IEP team. Teacher candidates are required to take an end point assessment.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to effectively teach students who are limited English proficient.

Educator preparation programs are preparing teacher candidates to teach students who are limited English proficient by embedding the training in the preparation program. There is a specific teaching endorsement for English Language instruction and Bilingual Education. Depending on the course of study, English as a Second Language teacher candidates and Bilingual Education teacher candidates are required to take courses specific to teaching students who are limited English proficient. During student teaching, student teachers will have the opportunity to work with students who are limited English proficient, follow English support plans, and work with English as a Second Language or Bilingual Education teachers. The teacher candidates are required to take an end point assessment.

L nks to Related Web S tes i

Teacher Shortage Area Report	

You may add links to related web sites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear. i

SECTION III TEC NO O Y

Technology

An wer the following que tion regarding how teacher preparation program in your tate u e technology. (§205(b)(1)(K)) s

Key term s in thi ection are li ted below. Click on the link to view the definition( ) in the glo ary.

- Universal design for learning

Provid a d cri tion of th activiti that r ar t ach r to int rat $ chnolo y ff ctiv ly into c rric la and in tr ction, incl din activiti con i t nt with th rinci l of univ r al d i n for l arnin ; and u t chnolo y ff ctiv ly to coll ct, mana , and analyz data to improv teaching and learning for the purpo e of increa ing tudent academic achievement. Include planning activitie and timeline if the e activitie are s not currently in place. Include both traditional program and alternative route to teacher certification or licen ure, a applicable. (§205(b)(1)(K))

The pre-service Idaho Core Teaching Standards include a standard specifically about technology. This standard is embedded in the preparation of educators in traditional and non-traditional routes. Standard 13: Digital Technology and Online Learning -- The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning. The Online Teacher Endorsement is now available for those who wish to develop a greater use of technology in the classroom and who want to deliver online courses. s

Links to Related Web Sites

You may add link to related web ite to be included with your report card. Be ure to include the entire URL, beginning with the 'http://' or 'http ://'. Add link in the order that you'd like them to appear. s

SECTION I I OVE NT EEFO TS

Improvement Efforts

Chec the activities and initiatives in which the state is engaging to improve the quality of the current and future teaching force. Chec all that apply.

✓	Implementing or strengthening educator standards
✓	Implementing or strengthening educator preparation program review and/or continuous improvement processes
✓	Implementing or strengthening career ladders for educators
✓	Implementing or strengthening educator recruitment efforts
✓	Implementing or strengthening professional development opportunities and/or requirements
✓	Providing technical assistance to educator preparation programs
✓	Creating collaborative networks for educators
✓	Streamlining educator certification processes
✓	Strengthening educator evaluation processes
✓	Offering grant programs related to improving the teaching force

Describe the steps taen by the state during the past year to improve the quality of the current and future teaching force. (§205(d)(2)(A))

Idaho has new Idaho Standards for Educator Preparation Providers. Idaho has created a new process for: a. Educator Preparation Provider State Review b. Educator Preparation Provider New Program Approval c. New Educator Preparation Provider Approval (In Progress) Idaho is launching a Mentoring and PD platform this fall/2024. All Idaho public K-12 educators and Idaho Tribal Schools will have access to this platform. This platform will house professional development, professional learning communities, support mentoring, and provide mentors for our rural-remote and rural-distant school districts and charter schools. Idaho implements a career ladder per Section 33-1004B, Idaho Code. Idaho is launching a new evaluation platform for certified staff this fall/2024. Idaho has several collaborative groups that include staff from the educator preparation programs at the state's public and private institutions of higher education; including various wor sessions and associations, IHELP, and Idaho Association of Colleges of Teacher Education (IACTE). These groups have wor ed together to identify and implement common processes to improve quality, including a common culminating candidate evaluation aligned to Danielson's framewor and surveys for candidates (on exit and one year later) and their employer (one year later). These groups also provide recommendations to the State Board of Education regarding policy changes that can be made to improve teacher education. There are also networ s through our state associations, leaders and learners, and the rural education collaborative. The Idaho Department of Education continues to wor to streamline the educator certification processes through their internal processes. The Idaho Department of Education and Office of the Idaho State Board of Education participated in a collaborative process with Hunt Institute: Path Forward and developed a state action plan to improve literacy instruction and preparation. The Rural and Underserved Educator Incentive Program allows funds for selected educators to receive direct repayment for federal education loans or reimbursement of current educational expenses. Idaho has also launched a K-12 and SPED educator registered apprenticeship programs to support recruitment and retention efforts. Idaho has launched mentoring for School Administrators through the Idaho Association of School Administrators. Idaho has provided funding to Educator Preparation Providers to wor on recruitment into school administration.

Links to Related Web Sites

Idaho Educator Mentoring Platform	
Idaho Educator Registered Apprenticeship Programs	
Section 33-1004B Career Ladder	
Idaho Certified Educator Evaluation Platform	

Russell Sands School District - Student Education Incentive Program	
Idaho Department of Education Certification Department	
Human Resources Job Openings	
Idaho Mentor Program Standard	
Idaho Standard for PPS	
Idaho Standard for Initial Certification of Professional School Counselors	
In-Service Education Standard Standard Code of Ethics (IDAPA 08.02.02)	

You may add links to related web sites to be included with your repository. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you would like them to appear.

SECTION S EMENTA INFORMATION

Supplemental Information (

Optional)

Please use this space to provide any supplemental information.

Supporting Files

Annual EPP Performance Measures for the Reporting of At Risk and Low Performing EPPs	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

You may not upload any file larger than 4 MB. Please put any large files on your program's web server and provide links to them in Links to Related Web Sites below. (

Links to Related Web Sites

You may add links to related web sites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear. (

Report C r Cert t on

Ple se m ke sure your entire report c rd is complete nd ccur te before completing this section. Once your report c rd is certified you will not be ble to edit your d t .

Cert t on o submiss on

☑ **I certify that, to the best of my knowledge, the information in this report, including information about low performing teacher preparation programs and programs at risk of being low performing, is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR THE STATE:

K thleen Shoup

TITLE:

Educ tor Effectivene s P g m M n ge

Cert t on o rev ew o submiss on

☐ **I certify that, to the best of my knowledge, the information in this report, including information about low performing teacher preparation programs and programs at risk of being low performing, is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Jenn Thompson

TITLE:

C ief P licy nd Gove nment Aff irs Officer

Comp r son w th L st Ye r

Item	Last Year	This Year	Change
Total completers for current academic year	1062	1046	-1.51%
Total completers for prior academic year	1514	1062	-29.88%
Total completers for second prior academic year	1174	1584	34.98%

SUBJECT

Educator Pipeline Annual Report

REFERENCE

August 2016	The Board discussed the creation of a workgroup to provide feedback and recommendations regarding the educator pipeline challenges and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	The Board reviewed and approved the first recommendation of the teacher pipeline workgroup.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 – 1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. At the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers. The committee convened throughout 2017 to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

1. Develop an Idaho Teacher Supply and Demand Report consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho.
2. Begin developing a coherent policy dialogue
3. Define recommendations in the areas outlined below:
    a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages.
    b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching.

c. Retain: Development and support for teachers including induction programs and greater leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven; and mentor teacher resources.

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY2018 Pipeline report explored new data collected through the 2017-2018 school year, identified areas of concern, and provided an update on progress related to the recommendations presented in the FY2017 report. The FY2019 report explored new data collected through the 2017-2018 school year, identified new and ongoing areas of concern, as well as provided an update on progress related to the recommendations in the FY2018 report. Although the FY2020 report was completed, it was not presented to the Board as a standalone item and was instead incorporated into the work of the Our Kids, Idaho's Future Task Force work and recommendations. Due to the pandemic and conflicting priorities, the report was not updated in FY2021 (2019-2020 school year data). The FY2022 (2020-2021) report included updated data presented at the April 2022 Board meeting.

The annual Idaho Educator Pipeline Report is provided annually to the Idaho State Board of Education in order to examine data on teacher supply, demand, and retention. A selection of the key findings from the report is listed in the executive summary.

IMPACT

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing educator shortages, recruitment, and retention across the state. Additionally, this report can inform state policy makers on the status of Idaho's educator pipeline.

ATTACHMENTS

Attachment 1 – Annual Idaho Educator Pipeline Report

BOARD ACTION

This item is for informational purposes only.

Idaho State Board of Education

Idaho Educator Pipeline Report

December 18, 2024

OFFICE OF THE IDAHO STATE BOARD OF EDUCATION | 650 West State Street 3rd Floor Boise, Idaho 83702

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Executive Summary

This Idaho Educator Pipeline Report examines a variety of factors that influence the state's educator pipeline. A summary of the key findings is listed below.

1. **Educator Staffing:**
   - Idaho served 318,660 students across PK-12 with 19,264 teachers, 1,499 district and school administrators, and 1,570 pupil service staff in 2023-2024.
2. **Educator Certificates:**
   - As of October 24, 2024, Idaho has 32,222 total certificate holders.
     - 27,704 instructional certificate holders.
     - 2,920 administrator certificate holders.
     - 2,654 pupil services staff holders
     - 1,800 CTE instructional and program administrator certificate holders.
3. **Educator Preparation Providers:**
   - Idaho has ten educator preparation providers and two new educator registered apprenticeship programs.
   - Idaho's higher education institutions had a statewide enrollment of 3,877 students and graduated 1,062 2021-2022
   - There was a drop in teacher preparation enrollment and completion reported for the 2021-2022 school year as compared to the 2020-2021 school year.
4. **Population:**
   - The Idaho Department of Labor (IDOL) projects a 1.1% annual population growth rate through 2031, raising Idaho's population to over 2,100,000.
   - Idaho's birth rate has declined over time.
5. **Public School Enrollment:**
   - Western Interstate Commission for Higher Education (WICHE) forecasts a slight decline in public school enrollment by 2026.
   - The National Center for Education Statistics (NCES) projects continued robust public school enrollment growth into the next decades, with enrollment exceeding 350,000 in 2031.
6. **Teacher Career Duration:**
   - Men tend to persist as teachers in Idaho public schools at lower rates than female teachers, with less than half lasting ten years.
   - Rural areas retain teachers at lower rates than non-rural areas, especially in earlier years of teaching careers.
7. **Educator Retention:**

<u>Next Year Retention Rate</u>

   - The statewide instructional staff next year retention rate averaged between 88%-91% over the last five years.
   - The statewide pupil services staff next year retention rate averaged between 83%-85% over the last five years.
   - The statewide administrative staff next year retention rate averaged between 89%-92% over the last five years.

<u>1st Year Staff Five Year Cohort Retention Rate</u>

   - The 1st year instructional staff five year cohort retention rate averaged between 60%-64% over the last five years.
   - The 1st year pupil services staff five year cohort retention rate averaged between 50%-58% over the last five years.
   - The 1st year administrative staff five year cohort retention rate averaged between 36%-57% over the last five years.
8. **Teacher Shortage Area Report:**
   - The critical shortage areas are elementary education, English, mathematics, and physical education.
   - Science and special education are commonly cited as areas of need.
9. **Educator Salary:**
   - Statewide average certified staff salaries have increased over the last five years.
   - Although Idaho's educator salaries have increased, they are not competitive with neighboring states.
   - The average teacher salary has gone up from $45,116 in 2015-2016 to $61,516 in 2023-2024.

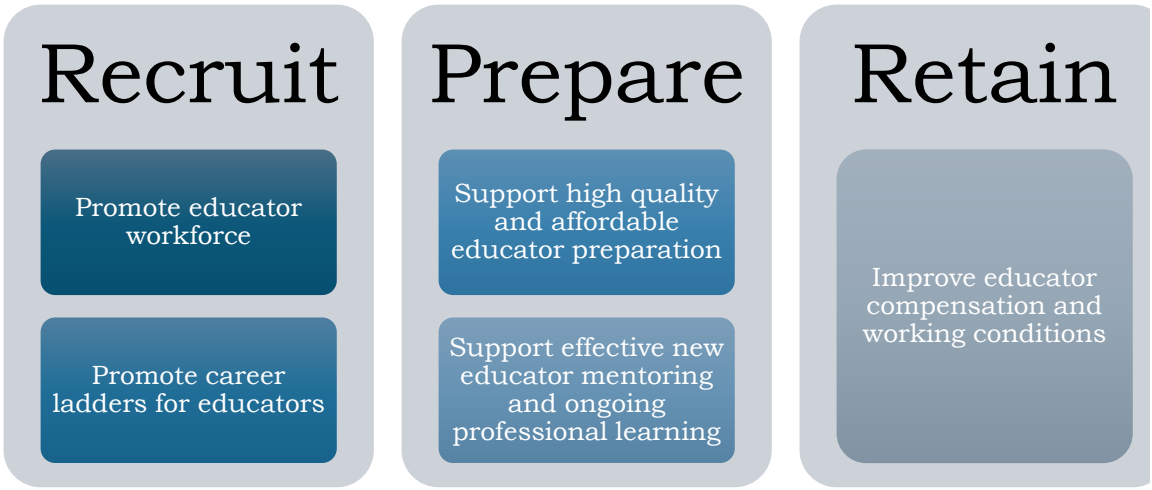
Introduction

Introduction

All students deserve a high-quality education and to be served by high-quality teachers who are learner-ready on day one. A learner-ready educator is one who is ready to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning. More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged; they care about, motivate, and actively engage students in learning; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and shared responsibility for the learning of all students.

Given the important role that experienced educators play in student success, understanding the factors that influence the state's public educator pipeline are key to driving continuous improvement in policy and practice in Idaho. This report on Idaho's educator pipeline has been developed for the Idaho State Board of Education annually since 2016 (except in 2020 and 2021 due to the impact of the COVID-19 pandemic). This report is primarily focused on the 2023-2024 school year and teachers. Additionally, this report includes a variety of data points, recommendations, and an overview of the Idaho State Board of Education's public educator pipeline initiatives.

Idaho Educator Pipeline Plan



Literature Review

Educator Pipeline Introduction
The educator pipeline is a common term that refers to the interconnected educator workforce system. The educator pipeline refers to the full range of stages that include:

Teacher Workforce
Teachers are one of the most important school related factors that contribute to student's academic performance. Teaching is a rewarding career, yet a 2022 PDK Poll found that 62% of people would not want their child to become a teacher and cite poor pay and benefits as the top reason why. Common challenges in teacher recruitment include interest in the field, teacher salary, decline in educator preparation program enrollment, and difficulty recruiting for certain high need subject areas along with rural and high needs schools. The beginning teacher salary can be a deterrent as college tuition increases, student debt increases, housing cost increases, and inflation increases. There is a gap between teacher compensation and a comparable worker with the same education and experience level. That gap was seventeen percent (17%) in 2015 (CCSSO, 2017). According to the Economic Policy Institute's 2022 report, on average teachers make 24% less than comparable college graduates (Allegretto, 2023).

Ensuring comprehensive educator preparation programs that require educators to engage in coursework, clinical experience with diverse placements, and support from program faculty will lead to education profession ready educators. Misalignment between clinical practice placement and initial teaching placement can make transitioning into the field as a first-year teacher difficult, therefore clinical experience is an important component of teacher preparation.

According to the 2024 Teacher Turnover Report by National Center for Education Statistics:

- 84% of public-school teachers in 2020-2021 stayed on as teachers in the same school in 2021-2022.
- 8% of public-school teachers in 2020-2021 moved to a position as a teacher at another school in 2021-2022.
- 8% of public-school teachers in 2020-2021 left the profession in 2021-2022.

These 2021-2022 national rates are like national rates reported in 2012-2013.

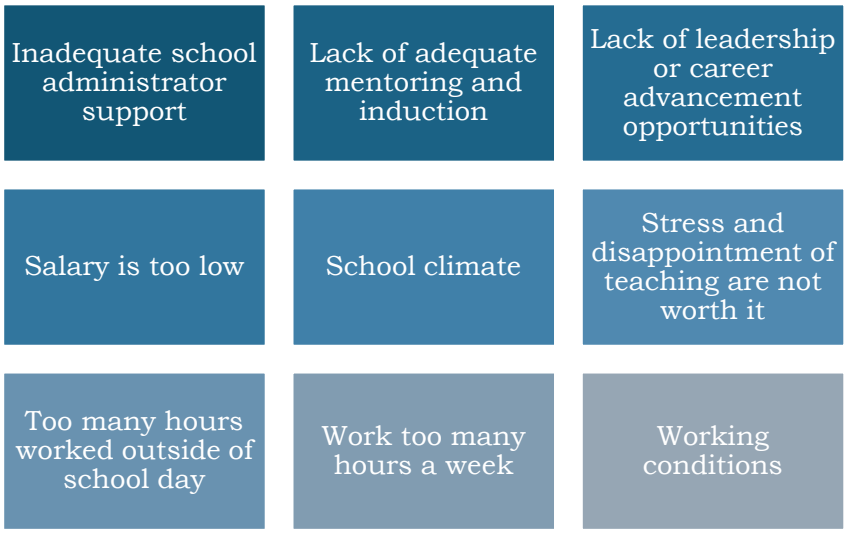
Idaho's Teacher Attrition and Retention Rates

The National Center for Education Statistics reports that eight percent (8%) of public school teachers in 2020-2021 left the profession in 2021-2022. Idaho had 11% of public school teachers in 2020-2021 leave the role in 2021-2022. RAND Corporation reported a national next year teacher retention rate of 90% in 2022-2023. Idaho retained 88% of public school teachers in 2022-2023.

A national study conducted by the University of Pennsylvania reported that 10% of new teachers leave the occupation in one year and that 44% of new teachers leave the occupation within five years. Idaho's 2024-2025 1st year teacher five-year cohort attrition rate is 40%, which is slightly lower than the national average indicated this study.

Teacher Attrition and Retention

According to the 2024 Teacher Turnover Report by National Center for Education Statistics some commonly cited reasons for changing schools by teachers who voluntarily changed schools include personal life factors, salary and job benefits, school factors, and teaching assignment and classroom factors. According to the Learning Policy Institute and cited in the literature, common reasons for leaving the education profession are identified below.



Importance of Teacher Retention

Retaining teachers contributes to stable school environments and higher student achievement. Teacher retention not only improves student progress but improves teacher quality. Retained teachers develop relationships with students and communities, which in turn increases trust and education engagement. Teachers that continue in their role year after year contribute to building a positive school culture and fosters collaboration with other teachers. Retained teachers become veteran teachers that can guide new teachers in their development. The educator pipeline is dependent upon veteran teachers as they raise future veteran teachers. A break in this cycle would be detrimental to the educator pipeline.

Cost of Teacher Turnover

Teacher attrition is costly to schools. Based on the patterns in that research, the Learning Policy Institute's **Calculator** provides three national estimates capturing the per-teacher cost of turnover based on district size as indicated below.

$11,860 per teacher for small districts

- Under 10,000 students

$16,450 per teacher for medium districts

- 10,000–50,000 students

$24,930 per teacher for large districts

- More than 50,000 students

Pupil Services Staff Pipeline

Pupil services staff often include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school psychologists, school social workers, and speech-language pathologists. These individuals provide a variety of services to students to support and improve academic performance. Many schools do not meet recommended ratios for school psychologists to students (500:1) or school counselors to students (250:1) as reported by the U.S. Department of Education, The National Association of School Psychologists, and the American School Counselor Association. Idaho's recommended ratios for school psychologists to students is 250:1 and school counselors to students is 250:1 as indicated in IDAPA 08.02.02.110. The U.S. Department of Education cited that just under 60% of school districts indicated that they had insufficient health professional staff coverage to manage caseloads.

School Principal Pipeline

A school principal is the educational leader of the school, responsible for overseeing operations, and ensuring a safe learning environment for staff and students. The Learning Policy Institute cited that the school principal is the most important factor in a teacher's decision to stay in a school or in the profession (Learning Policy Institute, 2017). Therefore, principal turnover carries an even higher cost. According to the 2024 Principal Turnover Report by the National Center for Education Statistics:

- 80% of public-school principals in 2020-2021 stayed in their same position in the same school in 2021-2022.
- 6% of public-school principals in 2020-2021 moved to a position as principal at another school in 2021-2022.
- 11% of public-school principals in 2020-201 left the role as principal in 2021-2022. 63% of public-school principals who left the role remained in the field of K-12 education

These 2021-2022 national rates are like national rates reported in 2012-2013 with the exception that the rate of principals who remained in the same school was 3% higher in 2021-2022 than in 2012-2013.

School Superintendent Pipeline

The role of the school superintendent has five identified responsibilities: (1) teacher-scholar, (2) business manager, (3) statesperson/political leader, (4) applied social scientist, and (5) effective communicator (Kowalski & Brunner, 2011). While studies from the beginning of the millennium estimated typical superintendent tenure anywhere from 4-7 years (Natkin et al., 2003), the average superintendent tenure in a rural position is 2.7 years (Grissom & Anderson, 2012; Kamrath & Brunner, 2014; Wood, Finch & Mirecki, 2013). The average tenure for superintendents in a non-rural district is between 6-7 years (Byrd et al., 2006; Glass & Franceschini, 2007). Superintendents commonly leave their roles for the superintendency in other districts, other positions within the same district, a position in a different field, a position in higher education or some education related field, or retirement (Williams et al., 2019). Not only is the superintendency transitory in nature, but "approximately 20% of superintendents turn over each year, with more than half of them leaving the superintendency altogether" (Grissom & Mitani, 2016).

Education Resources Strategies, a national non-profit, found that during the 2021-2022 school year, approximately 25% of superintendents had resigned from their position (Education Resources Strategy, 2022). ILO Group, an education strategy and policy firm, collected data in January of 2022 and found that since the pandemic in March 2020, 37% of the five hundred largest school districts in the county have undergone or are currently undergoing leadership changes (ILO Group, 2022). RAND, an American nonprofit global policy think tank and research firm, reported in 2022 that 95% of superintendents agreed that the superintendent's job has gotten harder over the past decade with 85% of superintendents cited being satisfied with their job (RAND, 2022).

ESSER Funding and Teacher Shortages

Educator shortages started before the COVID-19 but were exacerbated by the pandemic. From February to May of 2020, public schools across the nation lost about 9% of classified and certified public education jobs due to the COVID-19 pandemic. The federal government provided about $190 billion to K-12 schools to help with the impacts of the COVID-19 pandemic. Much of the funding was provided through American Rescue Plan Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The funding had to be obligated and spent by September 30, 2024, unless the state's extension application was approved. This extension extended the deadline to the end of January 2025.

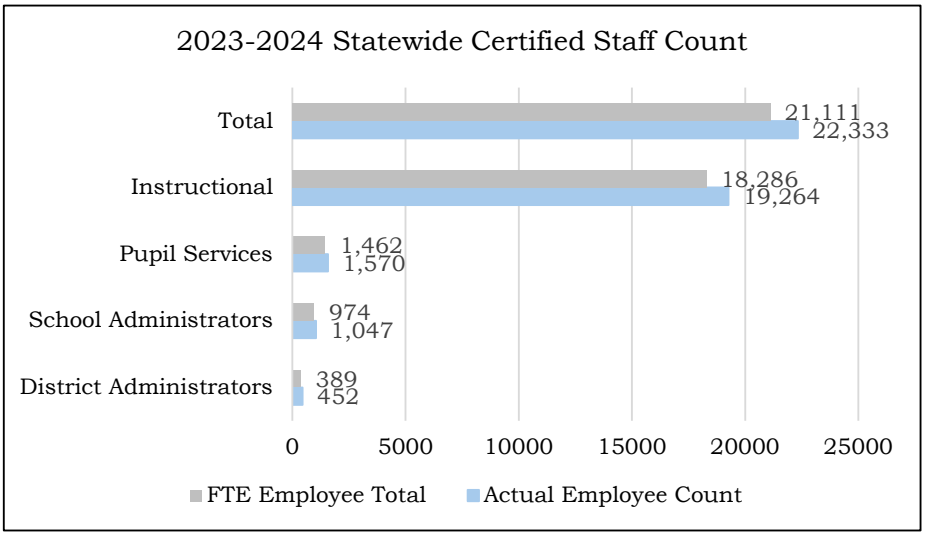
According to the Learning Policy Institute, these federal funds represented a 7% boost for K-12 funding levels, assuming the funds were spread evenly over the 3 years they were available. As of spring 2023, schools have recovered 82% of these jobs. The expiration of these funds can present some adjustment challenges for public schools especially since staffing shortages are a local challenge. Schools will have varied staffing shortages based on their local needs. Staffing shortages vary across the board and are more acute in certain geographies, schools, subject areas, and specializations. The rural and high-poverty schools tend to have increased difficulties recruiting and retaining teachers.

1.Educator Staffing Summary

Educator Staffing

To operate Idaho's public school districts and charter schools, minimum educator staffing levels must be met. The **2023-2024 Idaho Statewide Certified Staff Salary Report** provides an annual count of certified employees, the full time equivalent (FTE) certified employee count, total salaries, base salaries, extra pay, and average salaries. FTE is a unit of measurement that represents the number of full-time hours an organization's employees work.

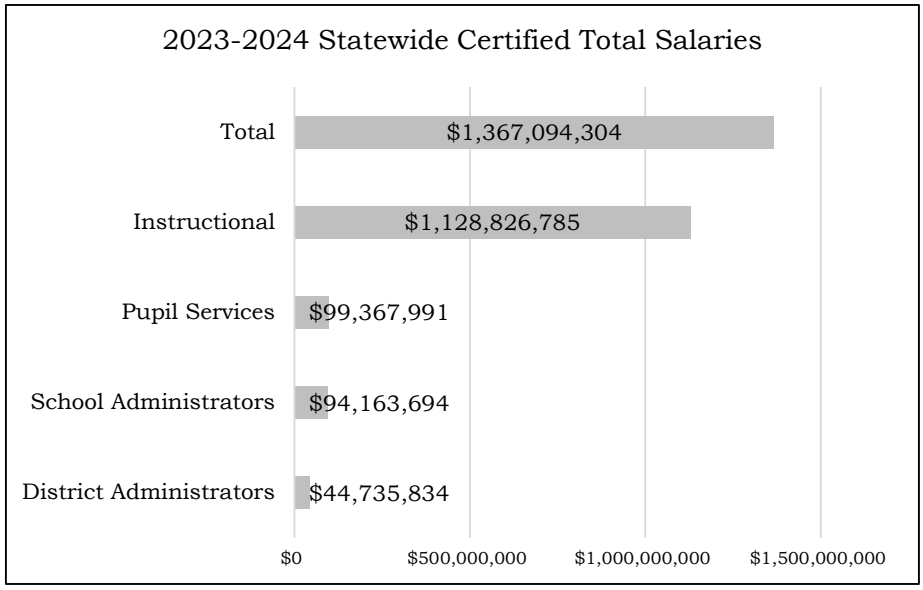
2023-2024 Statewide Certified Staff Count



Idaho had a total of 22,333 certified public school educators filling a total of 21,111 FTE in public schools across the state for the 2023-2024 school year.

Figure 1: 2023-2024 Statewide Certified Staff Count

2023-2024 Statewide Certified Staff Total Salaries



Idaho spent a total of $1,367,094,304 in public school salaries for certified staff in public schools across the state for the 2023-2024 school year. The majority of the total salaries are spend on instructional staff salaries.

Figure 2: 2023-2024 Statewide Certified Staff Total Salaries

2.Educator Certificates

Educator Certificates

Educators must meet the certificate requirements to be eligible to work in an Idaho public school district or charter school and must apply through the **Certification Department** at the Idaho Department of Education. Individuals who have completed a traditional educator preparation program at an Idaho college or university can seek to apply for their initial five-year standard certificate and those that completed a non-traditional educator preparation program can seek to apply for their three-year interim certificate. Educators are required to renew a standard certificate every five years and must submit six credits with their renewal application and at least three of those credits must be transcripted credit. Applicants from out of state must have completed an educator preparation program and hold a current valid certificate in another state. Then, can seek to apply for a three-year interim certificate with Idaho. All interim certificates have additional requirements that must before the individual may apply for a standard five-year certificate.

The **Certification Lookup Application Tool** provides information on:

- Certification application, certification, and endorsement status;
- Currently certified individuals;
- Endorsement information;
- Reported assignments (Starting the 2010-2011 school year); and
- Reported contract information (Starting the 1994-1995 school year.

Statewide Certified Individuals

As of October 24, 2024, there are a total of 32,222 certificated individuals. Figure 3 will show the certificate type and the total number of individuals with the specific certificate type. Additionally, there are a total of 258 certificate applications in the process reported through the Certification Lookup Application Tool.

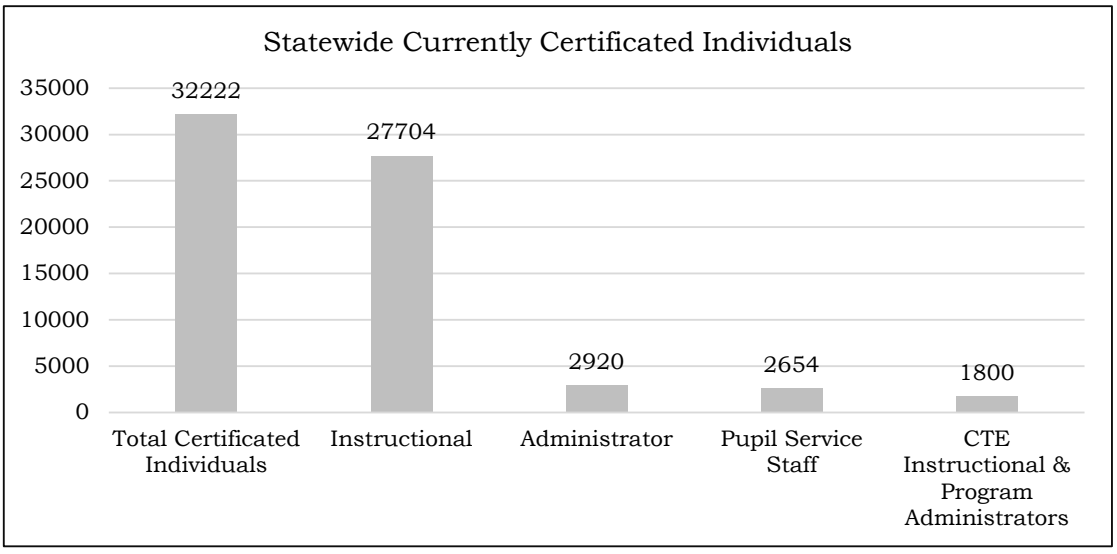


Figure 3: Statewide Currently Certified Individuals

Educator Certificate Types

Idaho standard certificates are valid for five years. Idaho interim Certificates are valid for three years. Emergency provisional certificates are valid for one year.

Specific descriptions, requirements and validity terms may be found at the link under each certificate type.

Figure 4: Idaho Educator Certificate Types

Statewide Alternative Authorizations

In addition to the certification types, candidates may seek alternative authorizations through the alternative authorization pathway. Alternative authorizations are for school districts and charter schools looking to fill a position with a candidate that does not hold an appropriate certificate and endorsement.

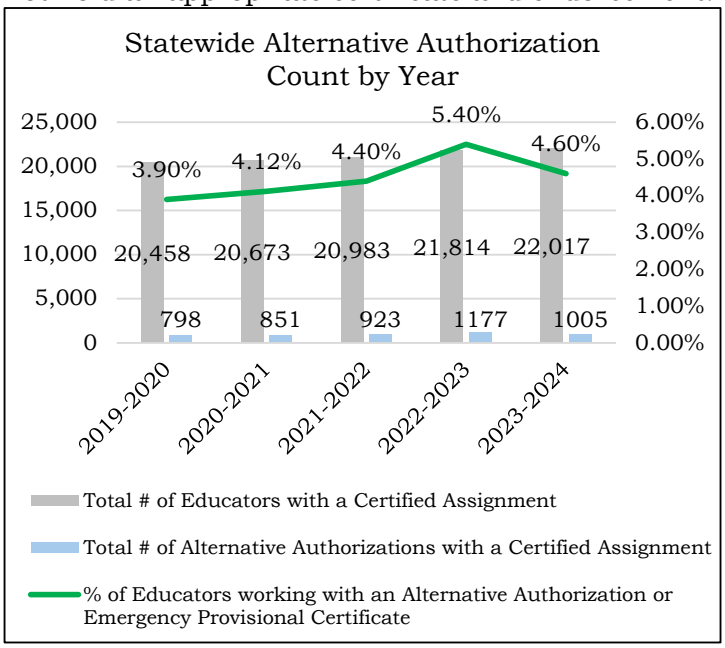


Figure 5: Statewide Alternative Authorization Count by Year

The alternative authorization allows for the district or charter school to hire candidates to work as certificated teachers while completing the requirements for full certification. The alternative authorization grants a three-year interim certificate that allows the individual to serve as the teacher of record while pursuing standard certification.

The statewide requests for alternative authorizations have steadily increased between 2019-2023 school years and decreased during the 2023-2024 school year.

Statewide Emergency Provisional Certificates

In cases where neither certification pathways nor alternative authorizations fill the staffing need, an emergency provisional certificate may be requested. An emergency provisional certificate allows for a school district or charter school to request a one-year certificate and endorsement in an emergency situation for a teacher who does not hold the required Idaho certificate and endorsement and is not otherwise qualified to pursue other alternative authorization pathways.

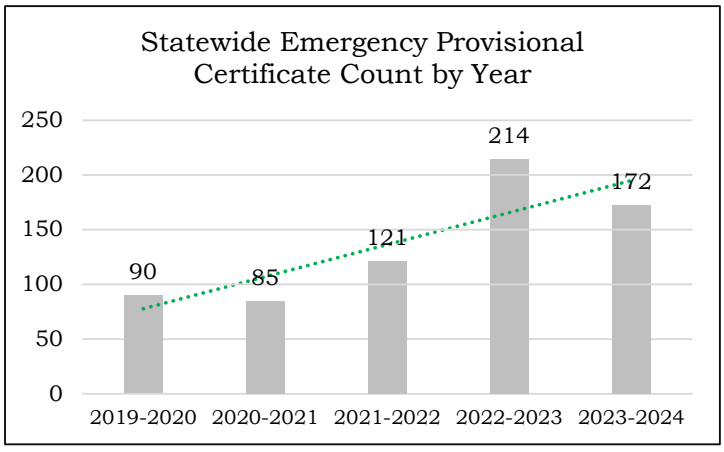


Figure 6: Statewide Emergency Provisional Certificate Count by Year

An emergency provisional certificate may be used to fill a position as long as the candidate has completed two years of college education, and the public school district or charter school has declared an emergency.

The statewide requests for emergency provisional certificates have steadily increased over the last few years.

3.Educator Preparation Providers

Educator Preparation Providers

Idaho has traditional and non-traditional educator preparation programs along with educator registered apprenticeship programs that provide different pathways for individuals seeking educator certification. More specifically, Idaho has traditional undergraduate programs and graduate programs.

Idaho's traditional and non-traditional educator preparation providers are listed below.

Undergraduate Initial Traditional Educator Preparation Providers

1. Boise State University
   - Accreditation: CAEP
2. Brigham Young University-Idaho
   - Accreditation: AAQEP
3. College of Idaho
   - Accreditation: Not Accredited
4. Idaho State University
   - Accreditation: CAEP
5. Lewis-Clark State College
   - Accreditation: CAEP
6. Northwest Nazarene University
   - Accreditation: CAEP
7. University of Idaho
   - Accreditation: CAEP

Non-Traditional Educator Preparation Providers

1. American Board (ABCTE)
   - Accreditation: Not Accredited
2. College of Southern Idaho
   - Accreditation: Not Accredited
3. Lewis-Clark State College
   - Accreditation: CAEP
4. Teach for America
   - Accreditation: Not Accredited

Graduate Initial Traditional Educator Preparation Providers

1. Boise State University
   - Accreditation: CAEP
2. Idaho State University
   - Accreditation: CAEP
3. Northwest Nazarene University
   - Accreditation: CAEP
4. University of Idaho
   - Accreditation: CAEP

Approved initial certificate endorsement program offerings may be found at State Board of Education Approved Educator Preparation Provider Initial Certificate Endorsement Programs | Idaho State Board of Education.

The contact information, state review reports, approved accreditors, annual accreditation reports, and access to the Title II report website may be found at Educator Preparation Providers (EPPs) | Idaho State Board of Education.

Educator Registered Apprenticeship Programs

1. K-12 Educator Registered Apprenticeship Program
2. Special Education Educator Registered Apprenticeship Program

Title II of the Higher Education Opportunity Act

Sections 205 through 208 of the Title II of the Higher Education Opportunity Act call for accountability for programs that prepare teachers. The Higher Education Act (HEA) was signed in 1998, and the legislation was reauthorized in 2008. The federal Title II reporting is a comprehensive national data collection on teacher preparation and credentialing and provides important data on the teacher workforce. The Educator preparation providers report annually to the state in April. States report annually to the U.S. Department of Education in October. The purpose of the reporting is to provide greater accountability in the preparation of the nation's teaching force and to provide information and incentives for its improvement.

More specifically, Section 205 of Title II of the Higher Education Opportunity Act mandates the collection of data on state assessments, standards for teacher certification and licensure, data on the performance of educator preparation programs, and other requirements. National reports, data trends, and program types can be found at Title II. The law requires the Secretary to use these data in submitting an annual report on the quality of educator preparation to Congress.

Statewide Teacher Preparation Enrollment and Completer Count

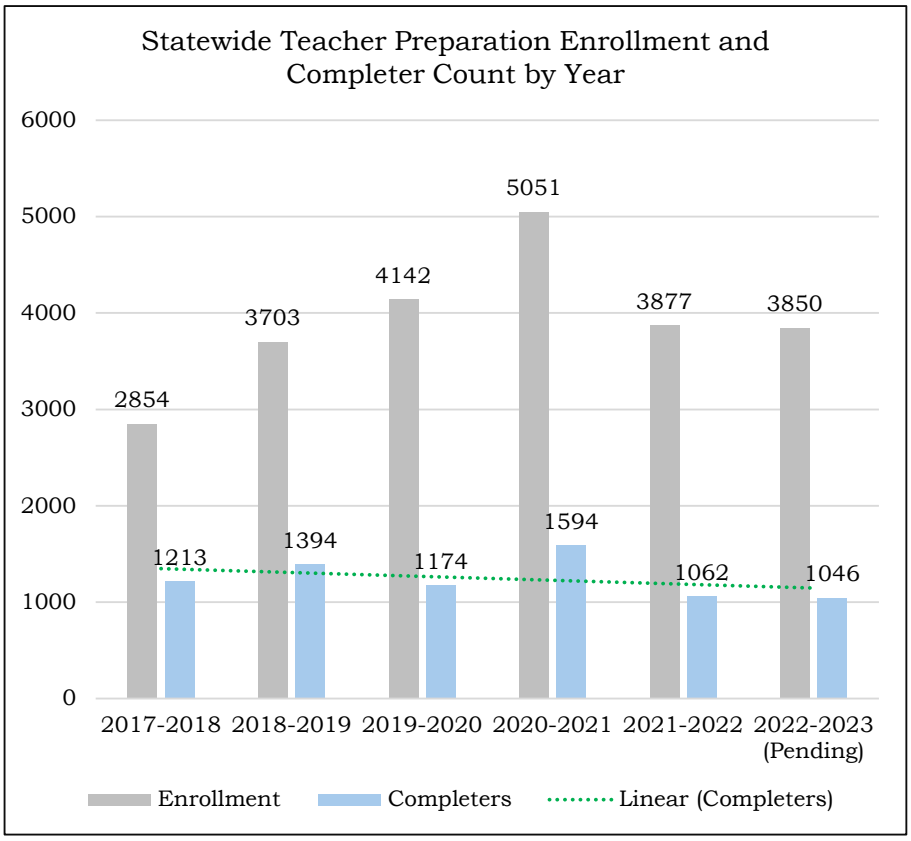


Figure 7: Statewide Teacher Preparation Enrollment and Completer Count by Year

For the 2021-2022 school year, there were a total of 3,877 students enrolled in Idaho teacher preparation programs and a total of 1,062 program completers as indicated in the Title II reporting.

Idaho has seen a drop in teacher preparation enrollment and completion for the 2021-2022 school year as compared to the 2020-2021 school year.

4.Population

Population Growth

Idaho's population has grown significantly over the last few decades, increasing from a U.S. census count of 1,293,953 people in 2000 to 1,839,106 people in 2020, and estimated to be 1,964,726 people in July 2023.

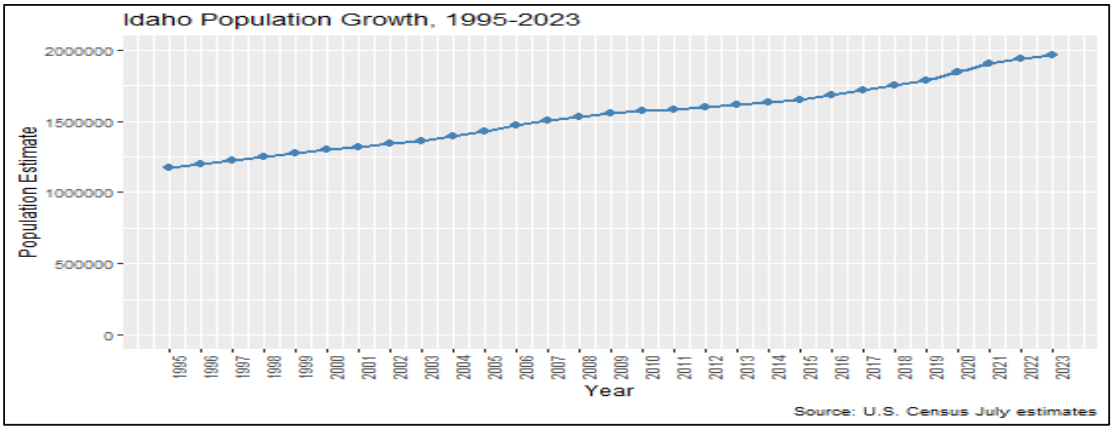


Figure 8: Idaho Population Growth by Year

National and Idaho Birth Rates by Year

Most of the population growth, especially in the most recent decade, is due to domestic migration into the state, not to a high birth rate.

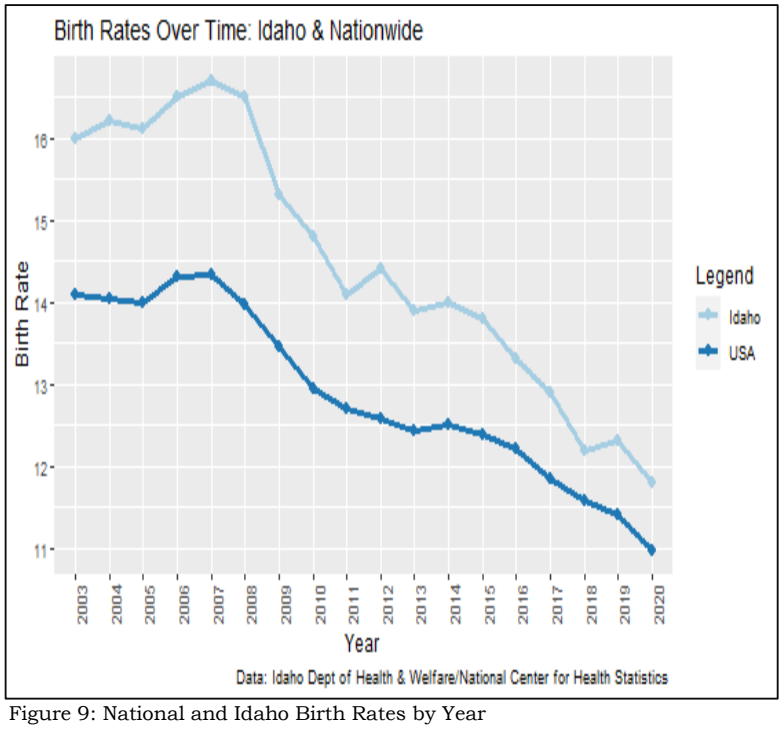


Figure 9: National and Idaho Birth Rates by Year

In fact, the absolute annual number of births in the state has been low since the Great Recession (2007-2009) despite sizable overall population growth. This suggests that future growth of the state's K-12 student population depends on continued in-migration of families with school age kids or soon to have kids. The Idaho Department of Labor projects a 1.1% annual population growth rate through 2031, raising the population to well over 2.1 million.

5.School Enrollment

Public School Enrollment by Year

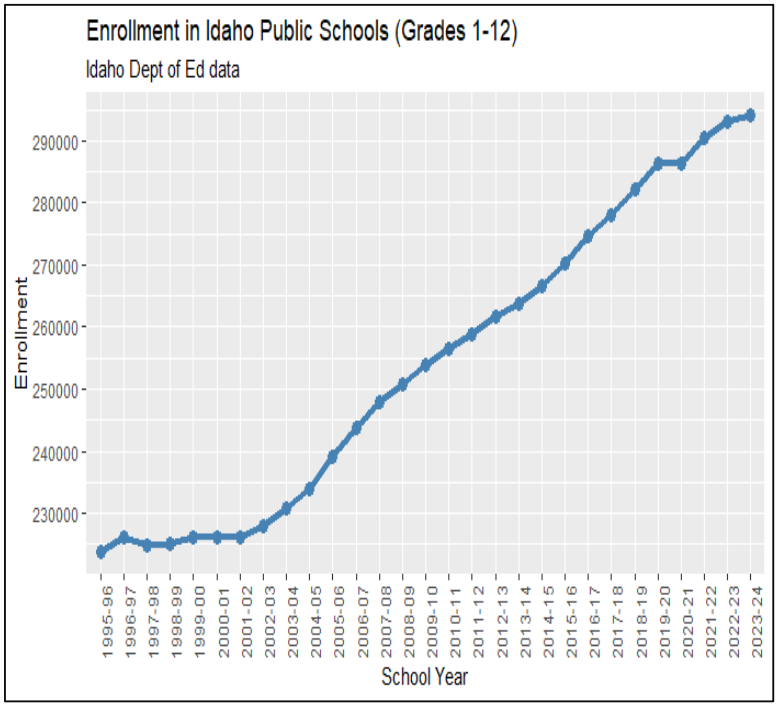


Figure 10: Idaho Public School Enrollment by Year (Grades 1-12)

Idaho State Department of Education data indicates a total public school enrollment (Grades 1-12) of 294,132 for the 2023-2024 school year. It is important to note that the numbers reported here do not include private school enrollment nor home schooling figures, both of which have likely increased significantly in the recent past.

Enrollment has increased significantly over the last three decades or so, but at a lower rate than overall population growth and the growth has leveled off in recent years.

Population and Public School Enrollment Growth

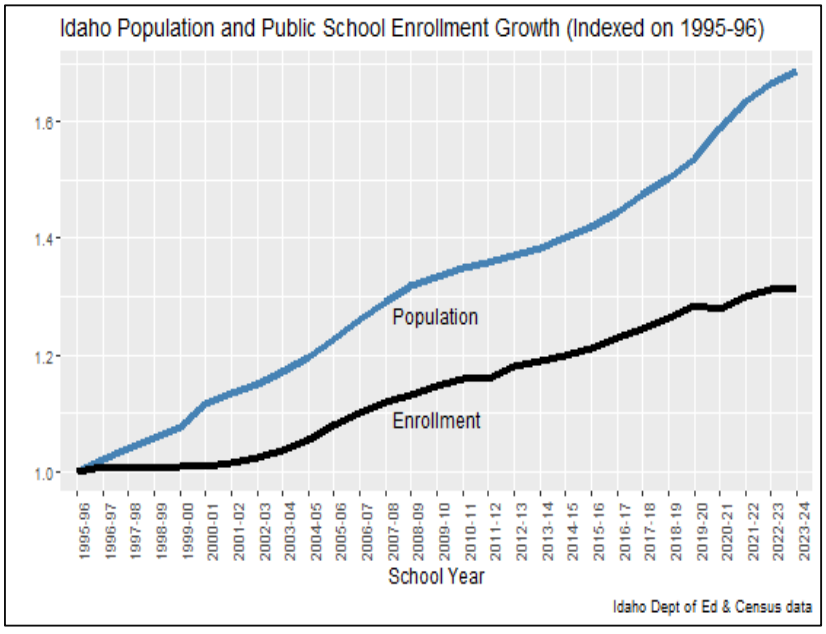


Figure 11: Idaho Population and Public School Enrollment Growth by Year

Idaho's population growth raises questions about future public school enrollment, which has implications for future teacher demand, facility needs, and college enrollment.

While we no longer see the dramatic enrollment growth Idaho experienced during the first two decades of this century, it is unlikely Idaho will face the kind of demographic cliff other states are experiencing.

Public School Enrollment by Grade and Year

Breaking down the trends by grade groups shows particularly robust and continued growth in grades nine through twelve and significant growth followed by a more recent leveling off in the grades one through four and five through eighth grade groups. Given that grades one through eight feeds into grades nine through twelve, we may expect a leveling off in grades nine through twelve in the next few years.

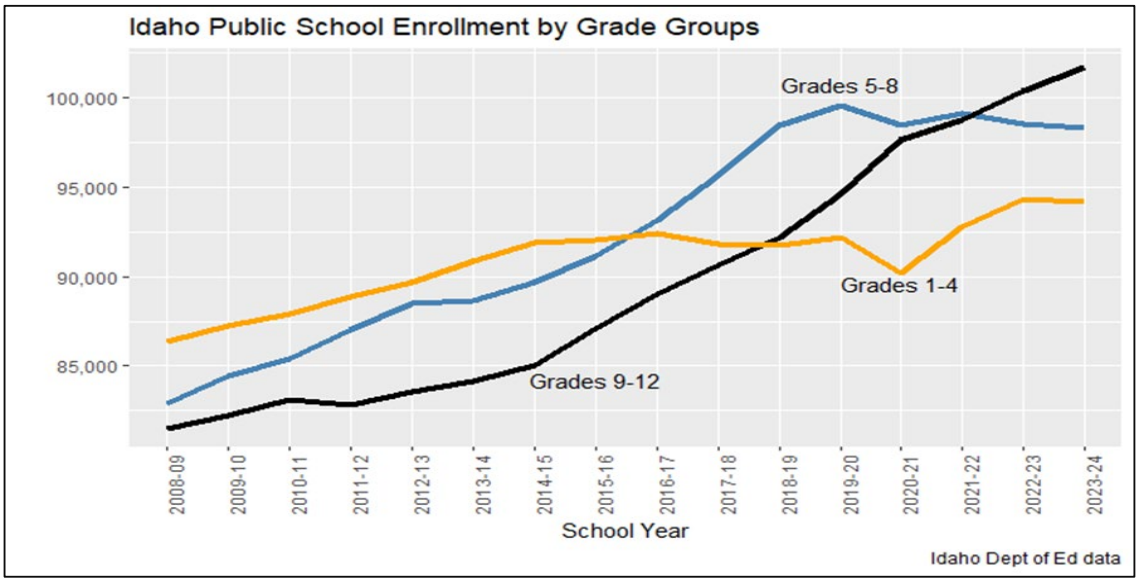


Figure 12: Idaho Public School Enrollment by Grade and Year (Grades 1-12)

Young Population Cohort Size Over Time

The public school enrollment data above is consistent with 2010 and 2020 U.S. Census data, which shows that while Idaho's young population has grown significantly overall, the youngest category of Idahoans has actually shrunk.

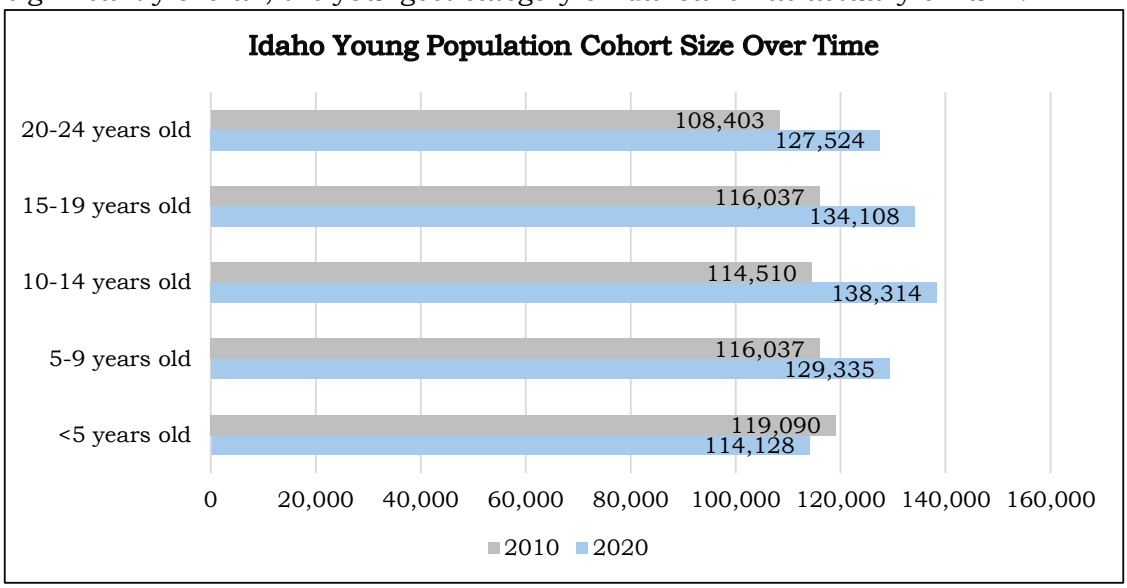


Figure 13: Idaho Young Population Cohort Size Over Time

Public School Enrollment by Education Region

Idaho Education Regions

Idaho is divided into six education regions as indicated below:

- Region 1 - North Idaho;
- Region 2 - North central Idaho;
- Region 3 - Southwest Idaho;
- Region 4 - Central Idaho;
- Region 5 - Southeast Idaho; and
- Region 6 - East central Idaho.

Idaho Education Region Map

Public School Enrollment by Education Region

As is clear from the figure below, most Idaho regions have experienced public school enrollment growth over the last fifteen years. The exceptions are regions 1 (north Idaho) and region 2 (north central Idaho), where public school enrollment has been shifting around 22,000 and 11,000 students, respectively. More recently, most regions have seen little change either way in public school enrollment, although the southeast regions 5 (especially) and east central region 6 have witnessed continued growth.

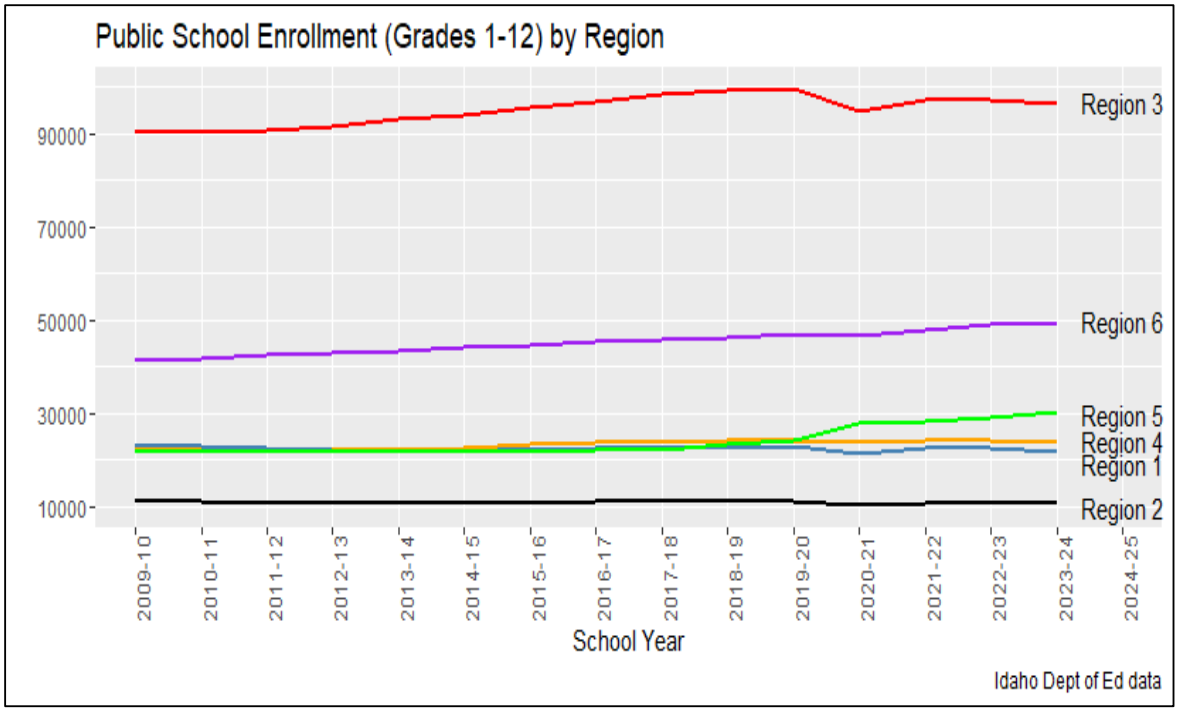


Figure 14: Public School Enrollment by Education Region (Grades 1-12)

Public School Enrollment Forecast (Grades K-12)

Different projection methods produce slightly different forecasts for future enrollment trends.

The National Center for Education Statistics (NCES) projects continued robust enrollment growth into the next decades, with enrollment exceeding 350,000 in 2031.

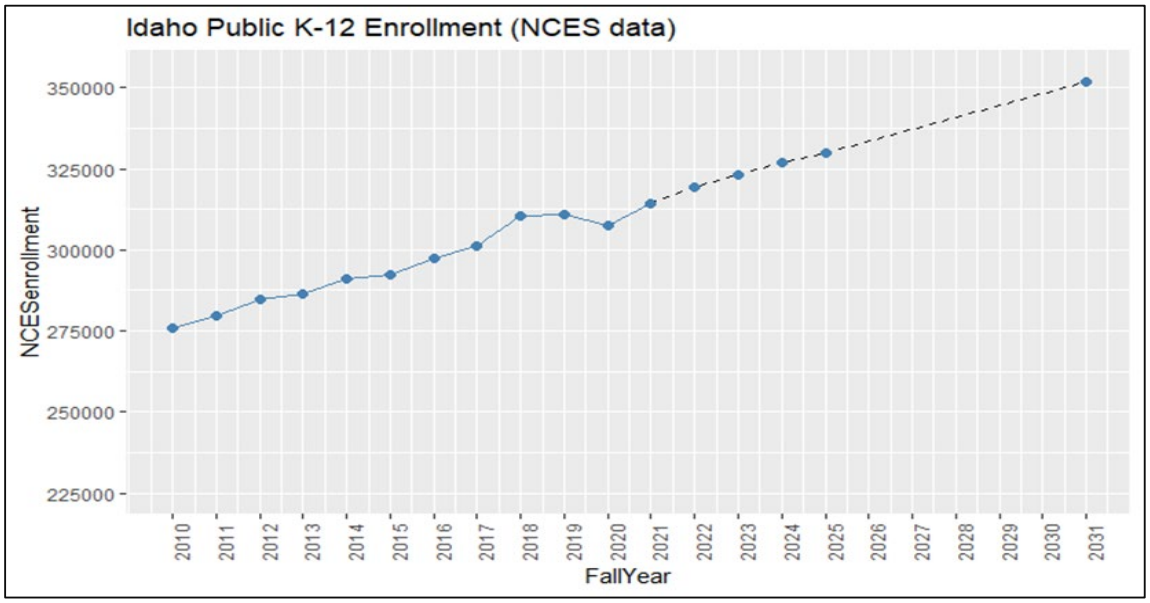


Figure 15: Public School Enrollment Forecast (Grades K-12)

Public School Enrollment Forecast (Grades 1-12)

Western Interstate Commission for Higher Education (WICHE) forecasts, meanwhile, suggest a slight decline in public enrollment by 2026.

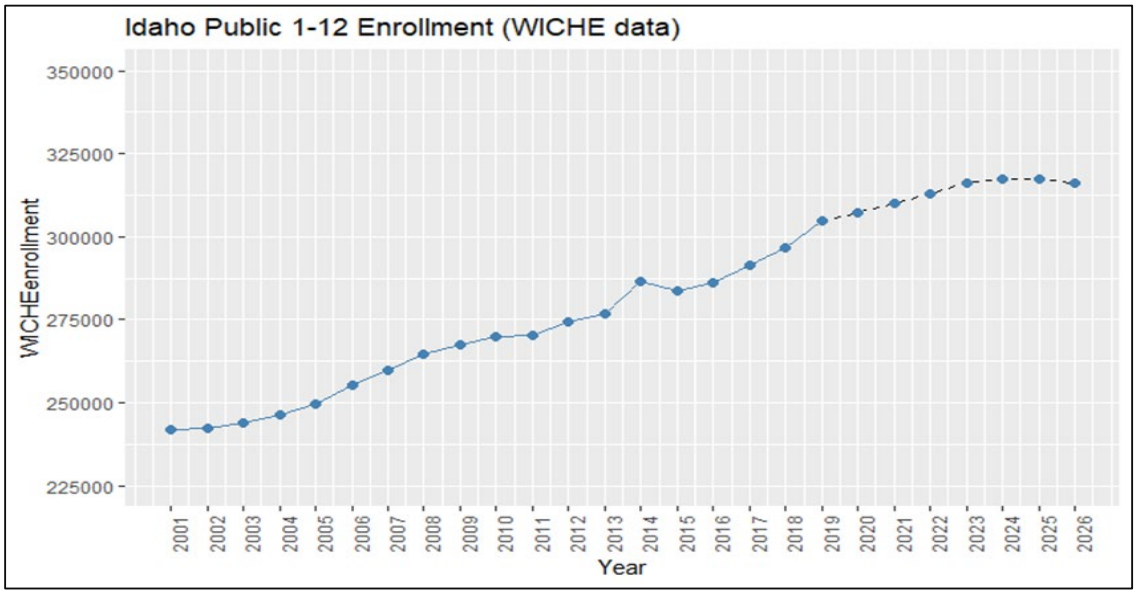
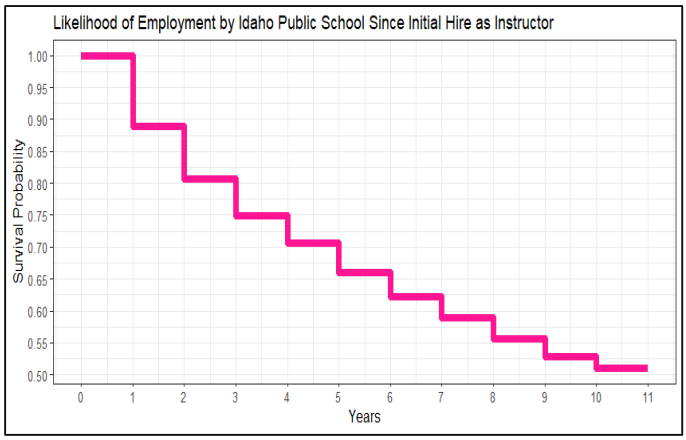


Figure 16: Public School Enrollment Forecast (Grades 1-12)

6.Teacher Career Duration

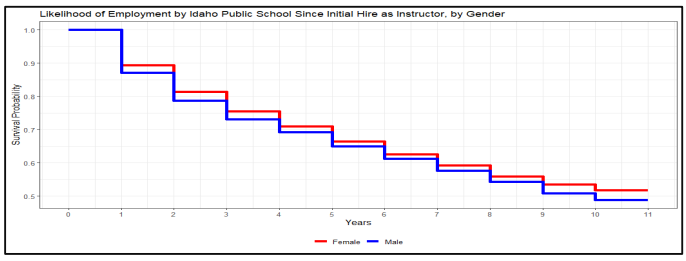
Teacher Career Duration

The figures below are Kaplan-Meier (K-M) curves capturing the career duration of teachers starting in Idaho public schools since 2014. The K-M method is an approach for assessing the time from career start to dropout over a longer period. Using the available data, including teachers that have not yet dropped out at the end of the period under observation. The graphs are interpreted by drawing an upward vertical line from any year on the x-axis and finding what proportion of teachers persist in public schools for at least that long at the point of intersection with the curve.



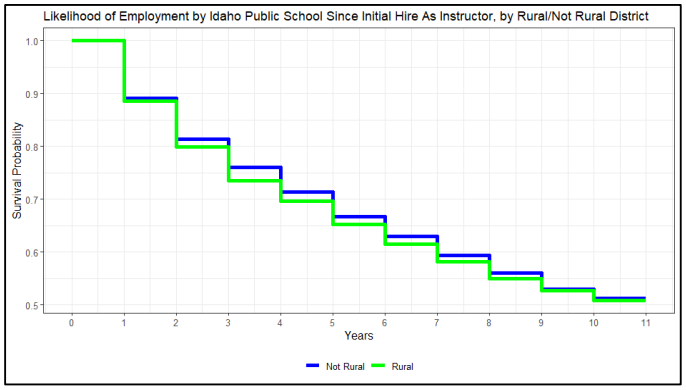
In the figure to the left we see that about 88% of teachers make it through their first year and continue into their second. Conversely, this means that about 12% of teachers exit the system after or during year one. We also see that this first year drop is the largest and subsequent drops tend to get progressively smaller and about half of teachers make it through eleven years.

Figure 17: Likelihood of Employment by Idaho Public School Since Initial Hire



The K-M curve to the left can be used to look at differences between groups. For example, we see that men tend to persist as teachers in the Idaho public schools at lower rates than do female teachers, with less than half lasting ten years.

Figure 18: Likelihood of Employment by Idaho Public School and Gender Since Initial Hire

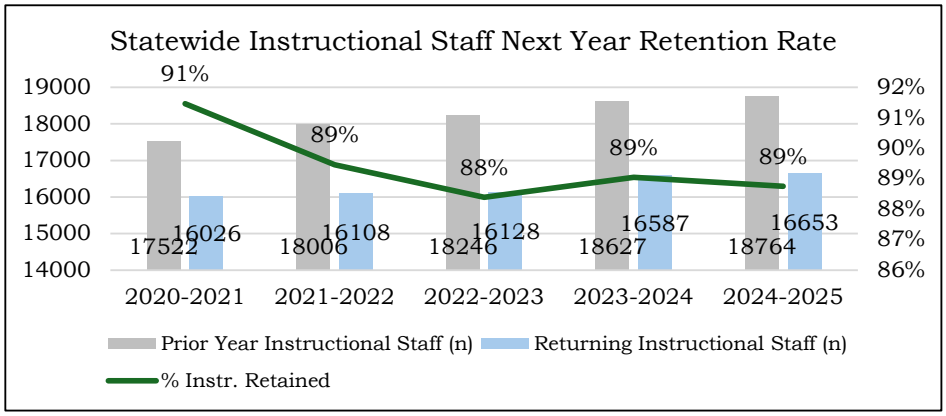


The K-M curve to the left shows that rural areas retain teachers at lower rates than non-rural areas, especially in the earlier years of teaching careers. About ten years in, survival rates in rural versus non-rural areas are effectively identical. It is quite plausible that rural districts have to do more to attract new teachers, only to see many of them leave quite soon after they are hired.

Figure19: Likelihood of Employment by Idaho Public School and Rurality Since Initial Hire

7.Educator Retention

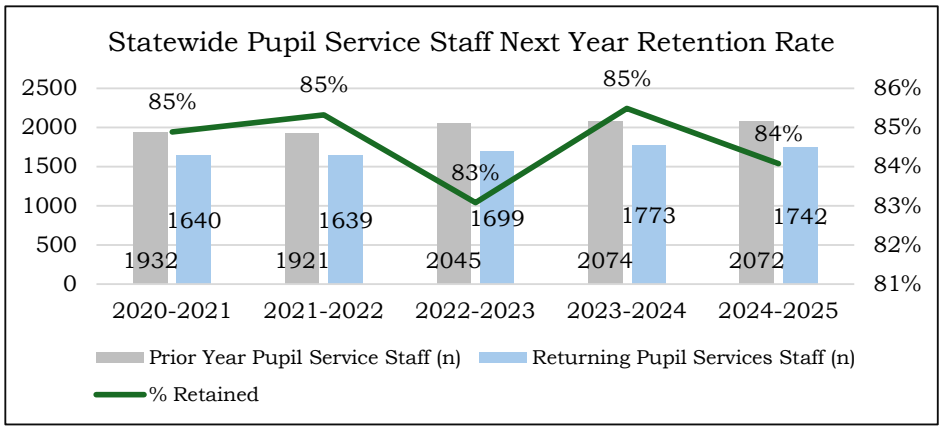
Statewide Instructional Staff Next Year Retention Rate by Year



The statewide instructional staff next year retention rate remained the same for the 2023-2024 school year and the 2024-2025 school year.

Figure 20: Statewide Instructional Staff Next Year Retention Rate by Year

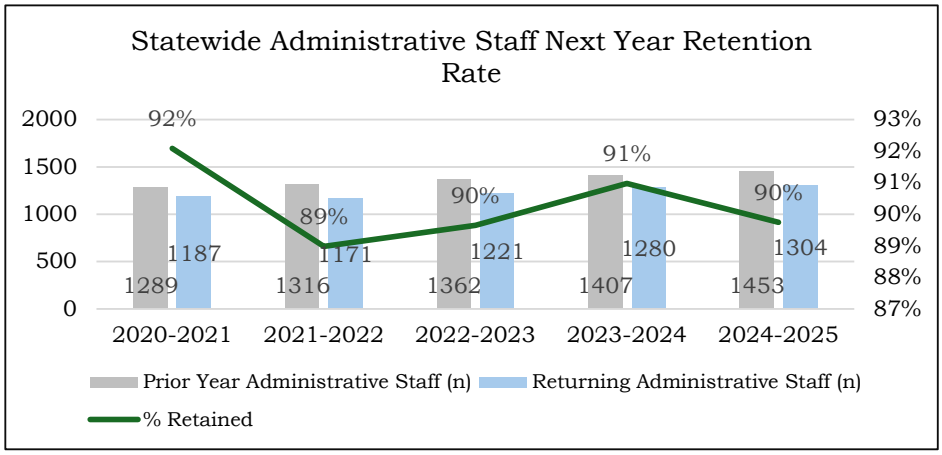
Statewide Pupil Services Staff Next Year Retention Rate by Year



The statewide pupil services staff next year retention rate dropped 1% between the 2023-2024 school year and the 2024-2024 school year.

Figure 21: Statewide Pupil Services Staff Next Year Retention Rate by Year

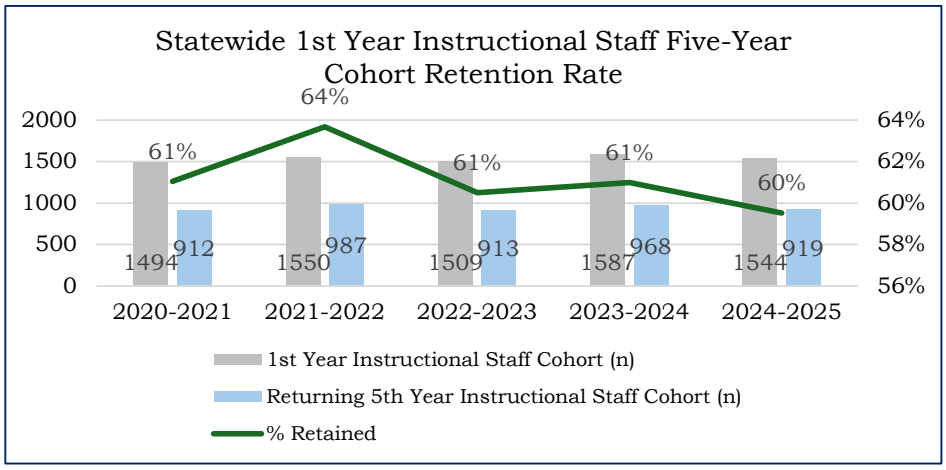
Statewide Administrative Staff Next Year Retention Rate by Year



The statewide administrative staff next year retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 22: Statewide Administrative Staff Next Year Retention Rate by Year

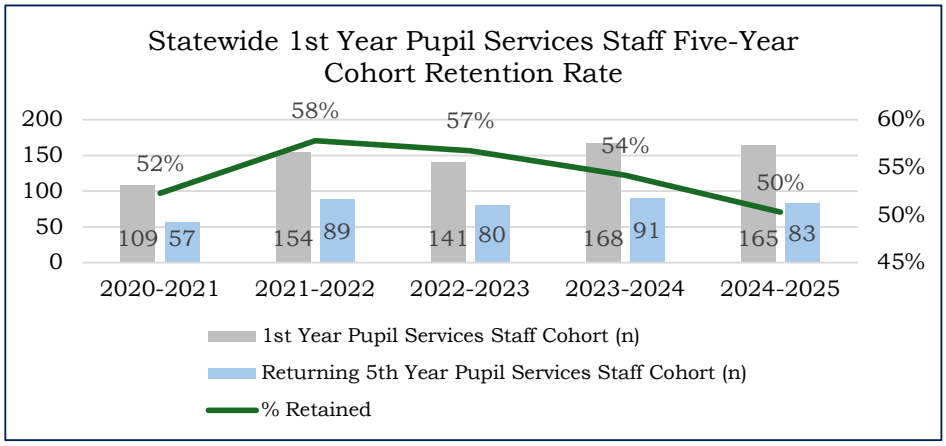
Statewide 1st Year Instructional Staff Five-Year Cohort Retention Rate



The statewide 1st year instruction staff five-year cohort retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 23: Statewide 1st Year Instructional Staff Five-Year Cohort Retention Rate

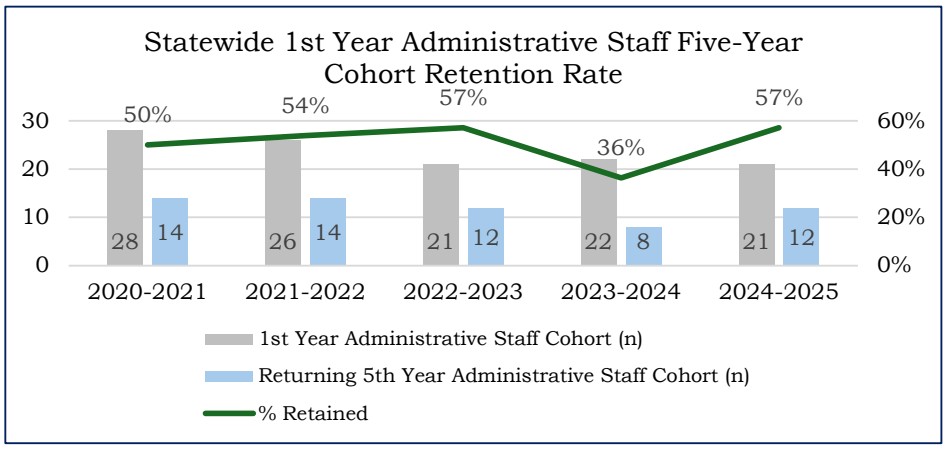
Statewide 1st Year Pupil Services Staff Five-Year Cohort Retention Rate



The statewide 1st year pupil services staff five-year cohort retention rate dropped 4% between the 2023-2024 school year and the 2024-2025 school year.

Figure 24: Statewide 1st Year Pupil Services Staff Five-Year Cohort Retention Rate

Statewide 1st Year Administrative Staff Five-Year Cohort Retention Rate



The statewide 1st year administrative staff five-year cohort retention rate increased 21% between the 2023-2024 school year and the 2024-2025 school year.

Figure 25: Statewide 1st Year Administrative Staff Five-Year Cohort Retention Rate

8.Teacher Shortage Areas Report

Teacher Shortage Areas Report

Annual posting of the Nationwide Teacher Shortage Areas Listing designated by the U.S. Department of Education are required under the following program regulations:

- 34 CFR 682.210(q)
- 34 CFR 674.53 (c)
- 34 CFR 686.12(d)

This system collects data from states and jurisdictions and generates the **Teacher Shortage Areas Report.** The Teacher Shortage Area Report is intended to be reference documents that show where states and schools may seek to hire academic administrators, licensed teachers, other educators and school faculty in specific disciplines/subject areas, grade levels, and/or geographic regions. This data collection is intended to serve three primary purposes:

1. Notify the nation that schools may potentially hire academic administrators, licensed teachers, other educators and school faculty of specific disciplines, subject areas, grade levels, and geographic regions;
2. Serve as a useful resource for recent graduates of schools of education and experienced teaching professionals aspiring to serve school districts with shortages about potential opportunity areas in each state's and territory's pre-kindergarten through grade 12 classrooms; and
3. Serve as a useful resource in the process of advising federal student financial aid recipients of the potential to reduce, defer, or discharge student loan repayments by teaching in certain areas.

Idaho was approved by the U.S. Department of Education for the following critical teacher shortage areas for the 2024-2025 and 2025-2026 academic years:

2024-2025 Academic School Year	**2025-2026 Academic School Year**
• Elementary Education • English • Mathematics • Physical Education	• Elementary Education

Current and prior Teacher Shortage Areas Reports may be found at the U.S. Department of Education's website **Teacher Shortage Areas Report.**

9.Educator Salary

Statewide Average Certified Staff Salary by Year

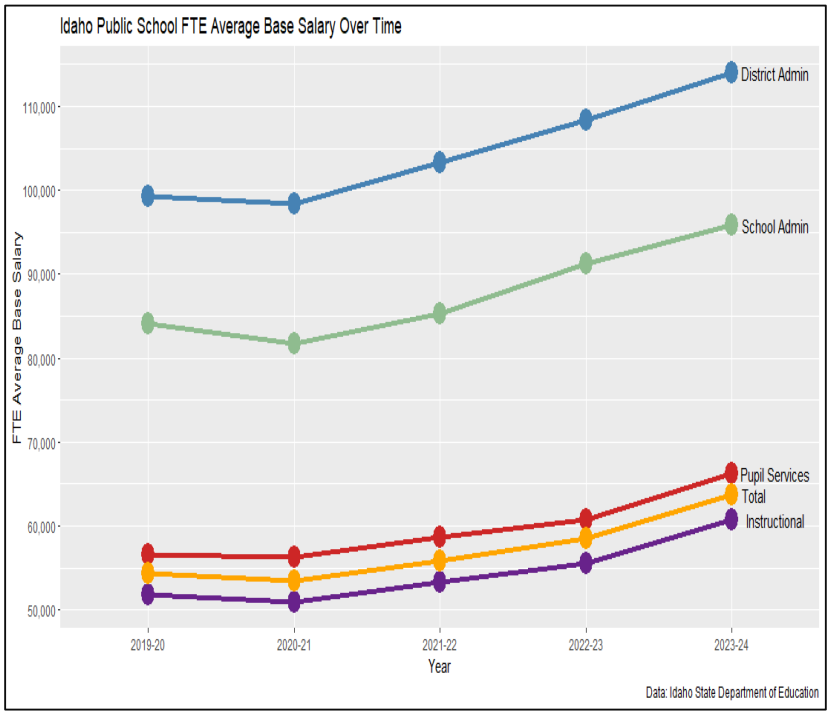


Figure 26: Statewide Average Certified Staff Salary by Year

Statewide average certified staff salaries have increased over the last five years.

The statewide average certified staff salaries for the 2023-2024 school year indicated in the **2023-2024 Statewide Certified Staff Salary Report** are listed below:
-District Administrator: $114,905
- School Administrator: $96,674
- Pupil Services Staff: $67,979
- Instructional Staff: $61,732

Statewide Average Teacher Salary by Year

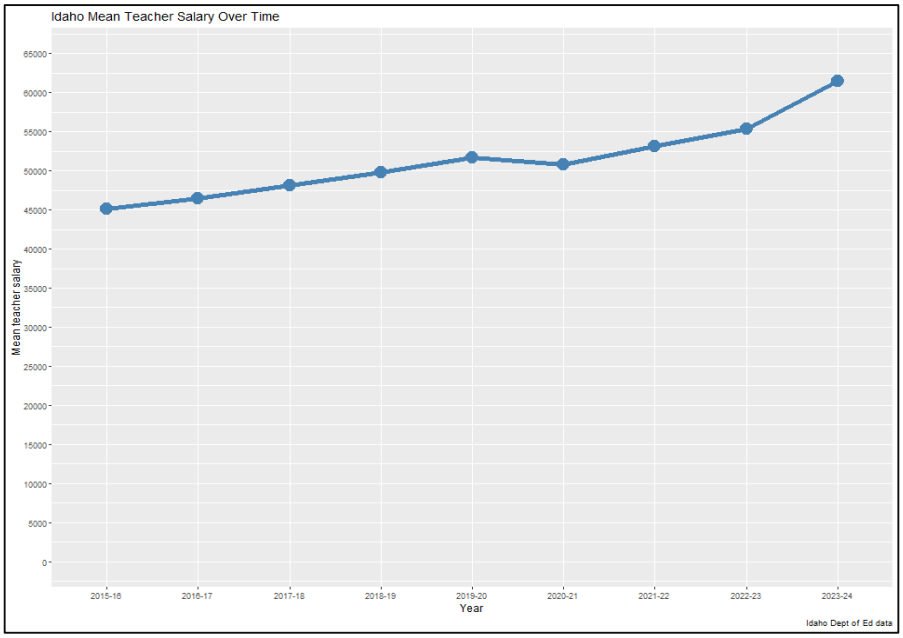


Figure 27: Statewide Average Teacher Salary by Year

The average public teacher salary in Idaho has gone up significantly, from $45,116 in 2015-2016 to $61,732 in 2023-2024.

Though this increase is significant, Idaho still lags behind most of its bordering states in terms of teacher pay, both starting and overall average pay.

Mean STARTING Teacher Salary: Bordering State Salary Comparison

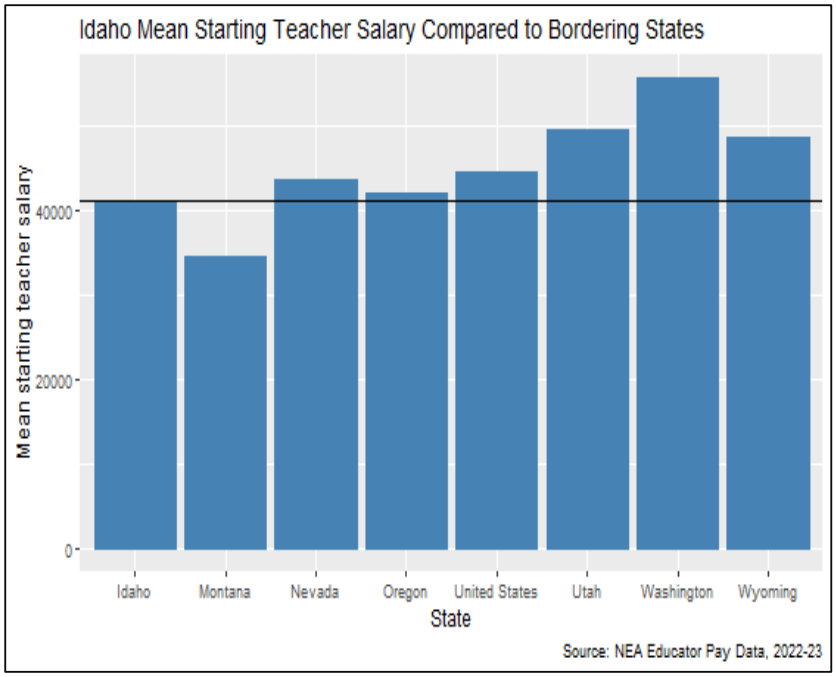


Figure 28: Mean Starting Teacher Salary: Bordering State Salary Comparison

According to National Education Association (NEA) educator pay data for the 2022-2023 school year, Idaho's mean starting teacher salary was higher than Montana, but lower than Nevada, Oregon, Utah, Washington, and Wyoming.

Idaho's mean starting teacher salary is not yet competitive with most bordering states.

Competitive starting teacher salaries can be used as a teacher recruitment tool.

Mean Salary: Bordering State Salary Comparison

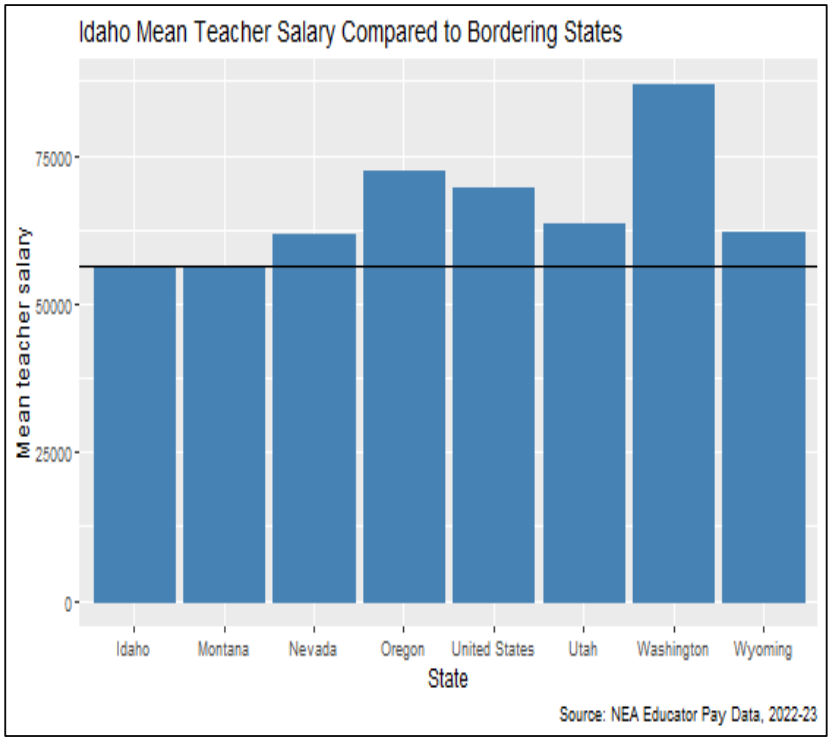


Figure 29: Mean Teacher Salary: Bordering State Salary Comparison

According to National Education Association (NEA) educator pay data for the 2022-2023 school year, Idaho's mean teacher salary was similar to Montana, but lower than Nevada, Oregon, Utah, Washington, and Wyoming.

Idaho's mean teacher salary is not yet competitive with bordering states.

Competitive salaries for teachers in the field can serve as a recruitment and retention tool to keep teachers in the state.

Mean Teacher Salary by State Comparison

While Idaho teacher salaries have increased significantly, they still remain low across the country as reported by the National Education Association 2022-2023 Educator Pay Data. The eleven states with lower average teacher salaries than Idaho include West Virginia, Florida, South Dakota, Mississippi, Missouri, Louisiana, Arkansas, Tennessee, Oklahoma, Montana, and Kentucky.

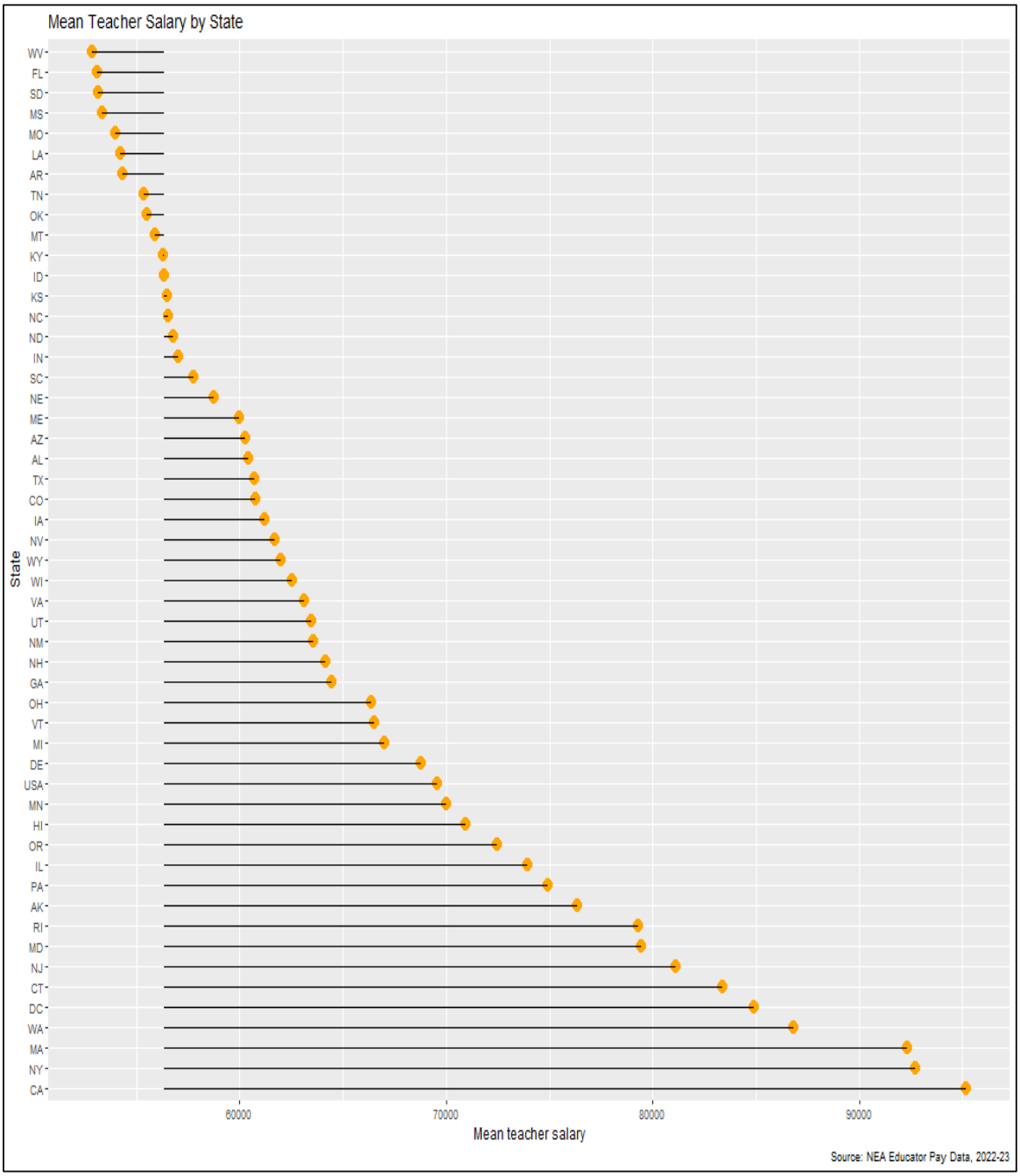


Figure 30: Mean Teacher Salary by State Comparison

Conclusions

Instructional Staff Pipeline

The instructional staff next year retention rate over the last five years has shifted between 88%-91%.

- Idaho lost an average of 1,933 instructional staff each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has over 8,000 people who have an instructional staff certificate that are not working in an instructional staff position due to a variety of reasons.
- In 2021-2022, educator preparation providers graduated 1,062 teacher candidates. It is important to note that not everyone who completes a teacher preparation program goes on to teach in Idaho.
- Idaho needs about 2,000 new teachers, returning teachers, and out of state teachers on average to fill public school vacancies each year.

Idaho has enough teachers, but not enough of the right teachers in the right places who want to work as teachers. Staffing areas of greatest need are elementary education, English, math, physical education, and special education.

Pupil Services Staff Pipeline

The pupil services staff next year retention rate over the last five years has shifted between 83%-85%.

- Idaho lost an average of 310 pupil services staff each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has just over 1,000 people that have a pupil services staff certificate that are not working in a pupil service staff position due to a variety of reasons.
- Idaho needs about 310 new pupil services staff, returning pupil services staff, and out of state pupil services staff on average to fill public school vacancies each year.

Staffing areas of greatest need are speech and language pathologists, school psychologists, and school audiologists.

Administrative Staff Pipeline

The administrative staff next year retention rate over the last five years has shifted between 89%-92%.

- Idaho lost an average of 133 administrators each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has nearly 1,500 people who have an administrator certificate that are not working in an administrative staff position due to a variety of reasons.
- Idaho needs about 133 new administrative staff, returning school administrative staff, or out of state school administrators on average to fill public school vacancies each year.

Staffing areas of greatest need are school principals, directors of special education, and school superintendents.

Recommendations

National Educator Pipeline Recommendations: Raise the Bar

The U.S. Department of Education believes that when the bar is raised, all the nation's students will build skills to succeed inside and outside of school that will support students in reaching new heights in the classroom, careers, and lives. The five national recommendations below are aligned to the U.S. Department of Education's strategies to recruit, prepare, and retain teachers to eliminate the educator shortage for every school.

National Educator Pipeline Recommendations

1. Promote educator workforce

Increasing the educator workforce is critical to supporting the academic success of all students.

2. Promote career ladders for educators

Career advancement and leadership opportunities that allow educators to grow professionally and earn additional compensation while remaining in the classroom can support effective educator recruitment, retention, and growth.

With the appropriate supports, such as release time and additional compensation for additional responsibilities, educator leadership and advancement can support improved student outcomes and educator recruitment and retention.

3. Support high quality and affordable educator preparation

Expanding access to high-quality and affordable educator preparation is critical to eliminating educator shortages and providing students with the high-quality teachers they need to succeed.

Registered apprenticeship programs can be an effective, high-quality "earn-and-learn" model that allows candidates to obtain their educator credential while earning a salary by combining coursework with structured, paid on-the-job learning experiences with a mentor educator.

4. Support effective new educator mentoring and ongoing professional learning

To succeed in the classroom and school building, new educators need not only high-quality educator preparation programs with robust clinical experience, they also need effective mentoring programs that provide job-embedded professional development and support.

Effective mentoring and ongoing, high-quality professional learning are critical to educator retention and to maximizing the impact of educator on student achievement and other positive student outcomes.

5. Improve educator compensation and working conditions

Increasing educator compensation is critical to effectively recruiting and retaining the educators that schools need.

Teachers make 24% less than comparable college graduates and this gap can inhibit people from choosing to become a teacher and/or staying in the profession.

Educator Pipeline Recommendations Provided by Idaho's K-12 Educators

Recommendations From:
Professional Standards Commission (PSC) Recommendations Committee

1. Improve educator compensation;
2. Fund mentoring and retention programs;
3. Expand pupil service staff preparation programs and certification pathways; and
4. Improve educator working conditions.

Recommendations From:
Idaho Association of School Administrators (IASA)

1. Implement competitive educator compensation and other incentives;
2. Expand and continue to support mentorship and professional development; and
3. Address certification pathways.

Recommendations From:
Idaho Education Association (IEA)

1. Increase educator incentives and benefits;
2. Address safe working conditions for educators; and
3. Increase staffing and reduce class size to support innovation in education.

Idaho State Board of Education Initiatives

Promote Educator Workforce

The Idaho State Board of education has approved and supported the launch of a variety of programs to promote the educator workforce, which are listed below.

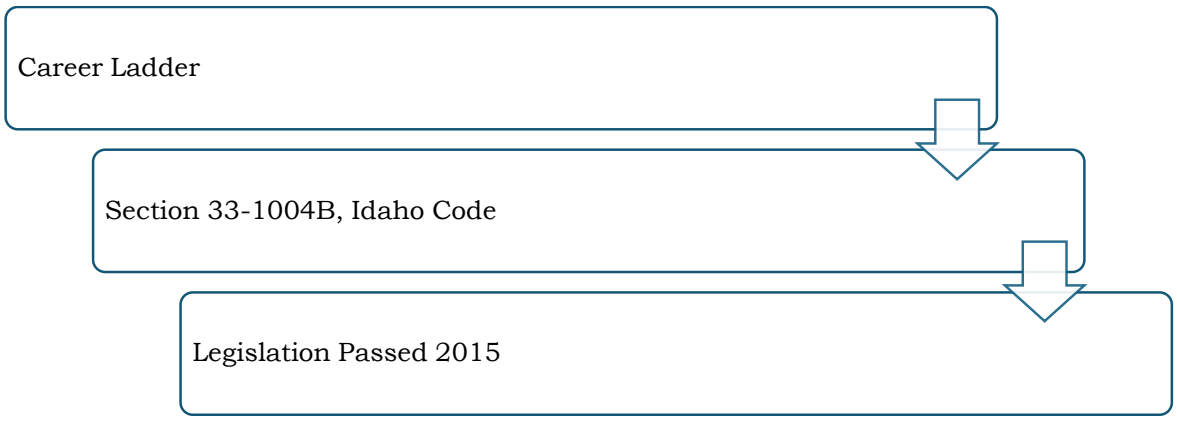
List of Programs to Promote Educator Workforce

- Administrator Mentor Program: Excellence in Leadership
- Educator Registered Apprenticeship Programs
- Idaho Mentor Teacher Program
- Indigenous Knowledge for Effective Education Program
- Non-Traditional Teacher Pathways
- Recruitment to School Administrator Preparation Programs
- Rural and Underserved Educator Incentive Program

Promote Career Ladders for Educators

The Idaho State Board of Education supported the passing of the instructional and pupil service staff career ladder as indicated below.

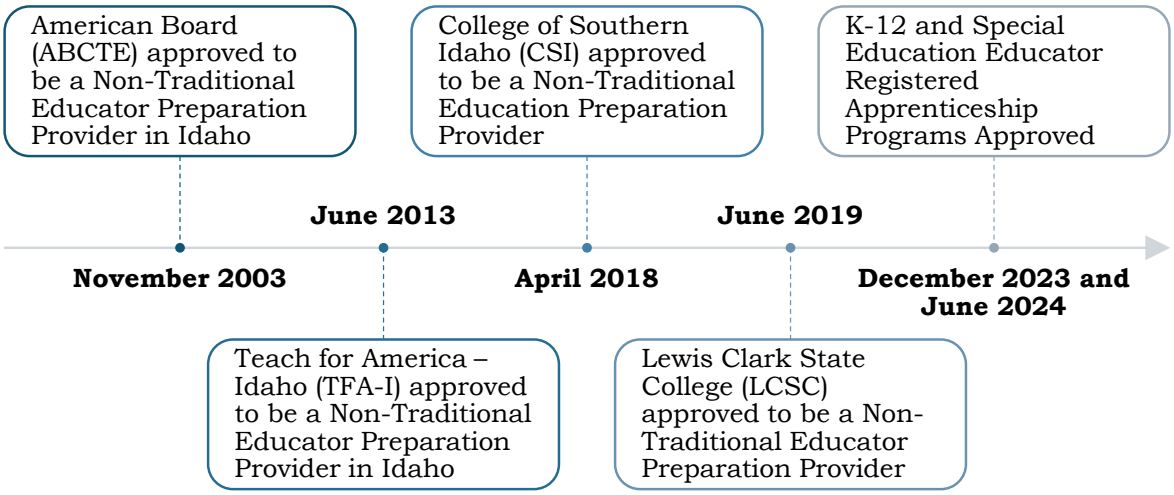
Instructional and Pupil Service Staff Career Ladder



Supporting High-Quality and Affordable Educator Preparation

The Idaho State Board of Education has approved a variety of non-traditional pathways to certification to support alternative high-quality and affordable educator preparation as seen below in the timeline.

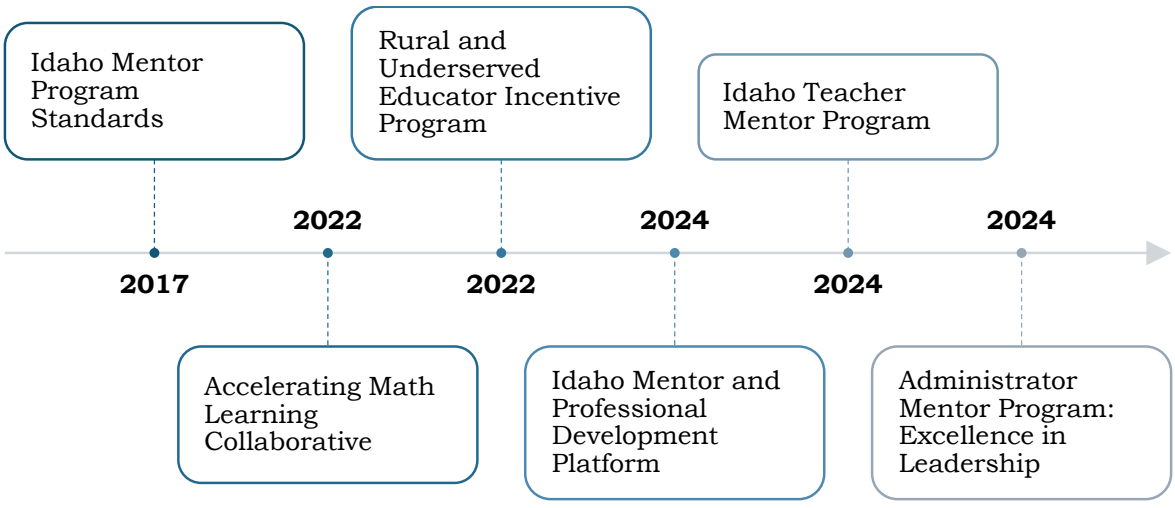
Timeline of Initial Approval of Non-Traditional Educator Preparation Providers and Pathways



Support Effective New Educator Mentoring and Ongoing Professional Learning

The Idaho State Board of Education has approved and supported a variety of programs to support educator mentoring and ongoing professional learning as identified below in the timeline.

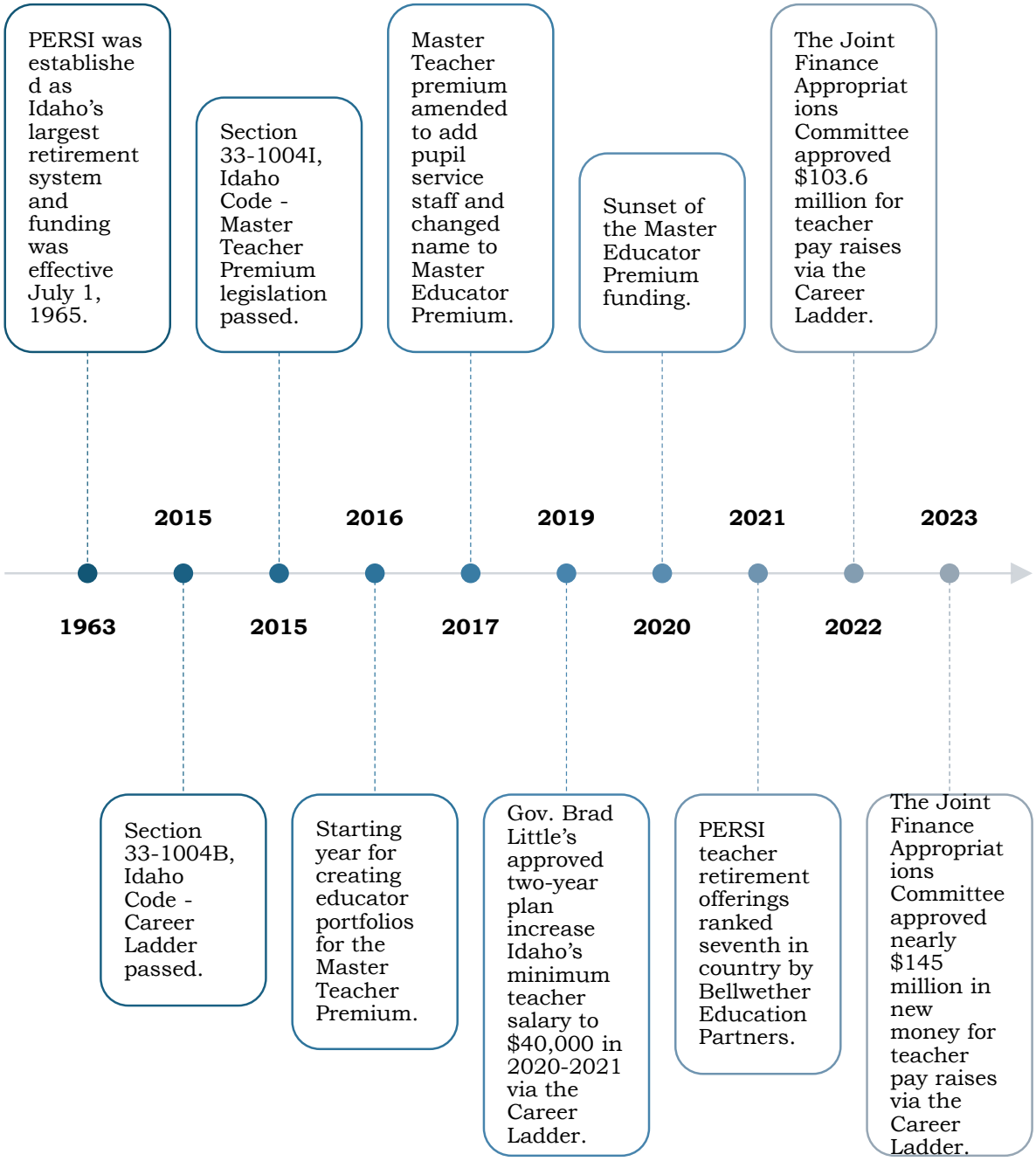
Timeline of Educator Mentoring and Professional Learning Programs



Improve Educator Compensation and Working Conditions

The Idaho State Board of Education has supported improving educator compensation as indicated in the timeline below along with mentoring programs to improve working conditions.

Timeline of Improvements to Educator Compensation



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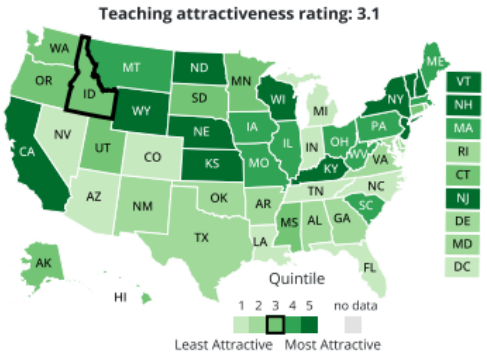
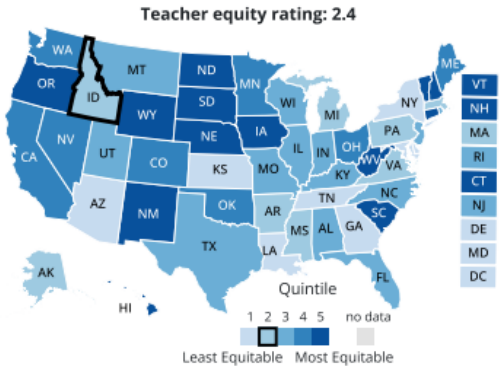
Appendix

Learning Policy Institute: [Idaho-State of the Teacher Workforce Interactive Map]

The State of the Teacher Workforce interactive map includes more than 40 indicators and 2 summary ratings that describe teaching conditions and equitable access to well-qualified teachers in all 50 states and the District of Columbia. Idaho's attractiveness to the teaching profession is identified below.





Indicator	Quintile	ID	US
Compensation			
Starting salary		$44,840	$44,530
Wage competitiveness		73.9%	73.6%
Working Conditions			
Leadership support		62.8%	51.5%
Collegiality		43.6%	39.1%
Classroom autonomy		48.4%	46.4%
Exclusion from school policymaking*		21.1%	28.1%
Mentoring for early-career teachers		83.6%	81.4%
Time for professional development		65.8%	65%
Perceptions of evaluation		57.3%	50%
Dissatisfaction*		9.4%	10.9%
Test-related job insecurity*		5.9%	7%
School Resources			
Expenditures per pupil		$9,920	$14,300
Pupil-to-teacher ratio*		17.5 : 1	15.4 : 1
Schools meeting the recommended pupil-to-counselor ratio		20.6%	19.2%
Teacher Turnover and Hiring			
Stayed teaching in the same school		82.5%	84.1%
Left teaching*		9.1%	7.9%
Plan to leave teaching*		9.2%	8.6%
School vacancies unfilled or hard to fill*		39.1%	46.9%
Qualifications			
Uncertified teachers*		3.3%	3.7%

Indicator	Quintile	ID	US
Equity by School Minority Enrollment			
Gap in percentage of uncertified teachers between higher- and lower-minority schools*		1.6	3.7
Uncertified teachers in higher-minority schools*		5.5%	6.2%
Uncertified teachers in lower-minority schools*		3.9%	2.5%
Gap in percentage of inexperienced teachers between higher- and lower-minority schools*		7.7	6.3
Inexperienced teachers in higher-minority schools*		17.9%	15.2%
Inexperienced teachers in lower-minority schools*		10.2%	8.9%
Equity by School Poverty			
Gap in percentage of uncertified teachers between higher- and lower-poverty schools*		3.9	3.3
Uncertified teachers in higher-poverty schools*		5.8%	5.7%
Uncertified teachers in lower-poverty schools*		1.9%	2.4%
Gap in percentage of inexperienced teachers between higher- and lower-poverty schools*		5.3	5.8
Inexperienced teachers in higher-poverty schools*		16.6%	15%
Inexperienced teachers in lower-poverty schools*		11.3%	9.2%

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Idaho

The State of the Teacher Workforce: A State-by-State Analysis of the Factors Influencing Teacher Shortages, Supply, Demand, and Equity

Additional factors influencing teacher supply and demand: Numerous factors influence teaching, learning, and teacher supply and demand in each state. Policymakers may want to consider these indicators when assessing their labor market for teachers.

Indicator	ID	US
Teacher Pipeline		
Total number of teacher preparation program (TPP) enrollees	3,877	589,655
Change in TPP enrollees over past 5 years	-4.7%	-0.6%
Total number of TPP completers	1,062	154,517
Change in TPP completers over past 5 years	-12.4%	4.1%
Student Enrollment		
Total number of students	317,555	49,514,913
Change in student enrollment over past 5 years	2.3%	-2.3%
Change in projected student enrollment over next decade	10.8%	-5.5%

Indicator	ID	US
Workforce Characteristics		
Total number of teachers	18,121	3,224,967
Teachers of color	6.6%	20.1%
Ratio of adults of color to teachers of color	3.1 : 1	2.1 : 1
Teachers over 60 years old	6.5%	6.4%
Change in number of teachers over past 5 years	8.2%	1.7%
Teacher Financial Strain		
Work outside the school system	17.5%	17.1%
Money spent on classroom supplies	$450	$470
Outstanding student loans	39%	36.6%

* Scale is reversed such that a higher quintile reflects a more positive condition.

This map was last updated in July 2024 (originally published in July 2023). The data are drawn from national data sources, representing the most recent data available for analysis as of April 2024. Interpreters of the data should keep in mind that the sources for various statistics represent different academic years (ranging mainly from 2017–18 to 2022–23). Some states may have recently experienced changes in policies or conditions which would change the statistic reported if it were collected today. In addition, some indicators are estimated based on a sample of teachers and, in some cases, sample sizes are relatively small. We follow the National Center for Education Statistics guidelines for reporting and note any estimates that should be interpreted with caution.

The Technical Supplement, last updated in June 2024, includes the complete notes and source information: https://learningpolicyinstitute.org/state-of-teacher-workforce-notes-sources

Suggested citation: Learning Policy Institute. (2024). *The state of the teacher workforce: A state-by-state analysis of the factors influencing teacher shortages, supply, demand, and equity* [Interactive map]. https://learningpolicyinstitute.org/product/state-of-teacher-workforce-interactive

End of Report

December 18, 2024

Office of the Idaho State Board of Education

SUBJECT

Annual Empowering Parents Program Report

REFERECNE

June 14, 2023	State Board of Education ("Board") heard an update on status of program implementation.
August 23, 2023	Board heard an update on status of program implementation and received Final Report and Action Plan dated 8/2/23.
October 18, 2023	Board adopted recommendations for additional eligible expenses as recommended by the Empowering Parents Parent Advisory Panel

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1030 to 1034, Idaho Code

BACKGROUND/DISCUSSION

The Empowering Parents Grant Program (Program) was enacted by S1255 (2022) to provide education grants for eligible students. The State Board of Education administers the Empowering Parents Grant Program. The Board does not have rulemaking authority for this section of Code.

This Program succeeds the Strong Families, Strong Students program, a reimbursement-based program administered only in FY21 through a contract with Kleo, Inc. (dba Class Wallet).

In 2022, after a competitive solicitation, the Idaho Department of Administration's Division of Purchasing (DOP) awarded Primary Class Inc. (dba Odyssey) the contract to create and administer an online platform including an electronic marketplace for awardees to use grant awards to purchase eligible products and services.

During the 2023 legislative session, two bills to amend this section of Idaho Code failed. Both S1144 and S1161 sought to add tuition payments to the list of eligible expenses. Tuition payments remain ineligible purchases through this Program.

In October of 2024, after several meetings of the Empowering Parents Parent Advisory Panel, chaired by Superintendent Critchfield, the Board approved several additional eligible products and services, pursuant to Section 33-1030(3)(f). These additions include, among other things, camps and classes, uniforms, physical education equipment, and non-technology educational equipment.

2024 legislation (S1358a) made additional changes to the program, including extending the grant award expiration date for awardees from two years from the

date of award to three; changing “school age” (which includes special education students through age 21) to “ages 5-18” only; and requiring proof of residency in addition to an Idaho tax return. Additionally, S1358a(2024) provided for reimbursements for only internet services. The addition of internet services as a reimbursable purchase served to both ensure the manageability of only one type of reimbursement (as reimbursements were found to be particularly burdensome by OSBE and SCO during the Strong Families, Strong Students program), and also accounted for the fact that few internet services providers were willing to establish themselves as vendors in the marketplace.

A third-party biennial program review was conducted, and a report was completed in June of 2024.

The contract with Odyssey ended on November 8, 2024.

In the spring of 2024, DOP conducted another competitive solicitation on behalf of OSBE. This Request for Proposal process concluded with a contract to administer Empowering Parents grant awards made in FY25 – FY27 (with options to renew) awarded to Class Wallet. The OSBE Program Manager has worked with Class Wallet to launch the FY25 award cycle. The application opened on 10/21/24. First awards were made on 11/25/24. The Marketplace allows for a closed marketplace in which vendors display products for sale, direct purchases from small vendors through a pre-approval of invoices process, and reimbursement for internet services.

Applications for more than 4,500 students have been received to date. Approximately half of those applications are confirmed to be from families with an Adjusted Gross Income (AGI) of less than $60,000. Applicants who are verified eligible must complete the upload of the necessary documentation before an award can be granted (birth certificates for dependents and proof of residency). New awardees will be approved weekly until all funds are exhausted.

If funds remain at the end of January, verified applicants with an AGI of less than $75,000 and completed documentation will be granted awards, prioritized by the timestamp of completion. If funds remain at the end of March, verified applicants, regardless of AGI, who have completed documentation will be awarded prioritized by the timestamp of completion.

The Idaho legislature appropriated thirty million ($30,000,000) in FY25 for this program.

FY23 and FY24 Awardees

As program awardees have three (3) years to fully expend their grant, not all grants awarded during FY23 and FY24 were fully expended at the time of contract term-end with Odyssey. These awardees experienced a black-out

period that began on October 25th. This was done to provide Odyssey time to finalize transactions and payments to vendors before returning all data sets and remaining funds to OSBE for re-establishment in a new marketplace.

These awardees will be re-activated in the Class Wallet system, and award end dates will be extended to account for the blackout.

The attached report reviews the conclusion of the program under Odyssey's administration, and is therefore not specific to fiscal year 2024, but extends through November 8th.

IMPACT

Section 33-1033 requires an annual report to be submitted to the Board, the governor and the legislature.

ATTACHMENTS

Attachment 1 – FY24 Annual Empowering Parents Report

BOARD ACTION

This item is for informational purposes only.

Empowering Parents
HELPING THEIR STUDENTS ACHIEVE

ANNUAL REPORT
DECEMBER 2024

Idaho State Board of Education

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Empowering Parents Grant Program Overview

The Empowering Parents Grant Program was created by Idaho Legislature and Governor Brad Little. The program provides eligible families with grant funds for use toward eligible education products and services. Initially, the 2022 Legislature appropriated $51,035,000 as a FY2022 supplemental appropriation to the State Board of Education for the administration of the program and program awards. The 2023 Legislature appropriated $30,000,000, and the 2024 Legislature appropriated $30,000,000 ongoing to fund the program.

Since the program's inception in 2022, **78,477 students** have benefited from these grants. A total of **28,962 students** received grants in FY2024. Looking forward, the application for FY25 Empowering Parents Grant Program awards opened on October 21, 2024, and at the time of this report, applications on behalf of more than **48,000 students** have been submitted.

History

The State Board of Education administers the Empowering Parents Grant Program which was enacted by S1255(2022) to provide education grants for eligible students. This program succeeded the Strong Families, Strong Students program, a reimbursement-based program administered only in FY21 through a contract with Kleo, Inc. (dba Class Wallet).

In 2022, after a competitive solicitation, the Idaho Department of Administration's Division of Purchasing (DOP) awarded Primary Class Inc. (dba Odyssey) the contract to create and administer an online platform including an electronic marketplace for awardees to use grant awards to purchase eligible products and services. This contract ended on November 8, 2024.

In October of 2023, after several meetings of the Empowering Parents Parent Advisory Panel chaired by Superintendent Critchfield, the Board approved several additional eligible products and services, pursuant to Section 33-1030(3)(f). These additions included, among other things, camps and classes, uniforms, physical education equipment, and non-technology educational equipment. These additional products and services went into effect in October of 2023.

S1358a (2024) made additional changes to the program, including extending the grant award expiration date for awardees from two years from the date of award to three; changing "school age" to "ages 5-18" only; and requiring proof of residency in addition to an Idaho tax return. Additionally, this legislation provided for reimbursements for internet services. While the development of the program over time has been positively received, it has also impacted the comparability of the award use data from year to year.

In the spring of 2024, as the contract with Odyssey was nearing an end, a competitive solicitation process concluded with a contract awarded to Class Wallet for the FY25 – FY27 program appropriations (with options to renew). Class Wallet's platform allows for a closed marketplace in which vendors display products for sale, it allows parents to make direct purchases from small vendors through a pre-approval of invoices process, and it allows parents to submit receipts for reimbursement of internet services expenses. All transactions take place within the marketplace system.

Budget

Expenditure Category	FY2023	FY2024
Contractor	**Odyssey**	**Odyssey**
Personnel Cost	$100,000	$100,000
Operating Expenses	$50,000	$33,774
Implementation Cost	$1,485,000	$890,000
Biennial 3rd Party Evaluation	$0	$14,226
Grant Awards	$49,515,000	$28,962,000
Total	**$51,150,000**	**$30,000,000**

Awards FY24

In FY24, the Empowering Parents Grant Program was open to all Idaho families who have filed a prior year state tax return with school age children. Funding was distributed in accordance with the preference categories based on adjusted gross income (AGI) as defined in Section 33-1031, Idaho Code.

Grant awards were made in the following order of preference:

- Priority 1: Household has an AGI under sixty thousand dollars ($60,000)
- Priority 2: Household has an AGI under seventy-five thousand dollars ($75,000)
- Priority 3: All other eligible students on a first-come, first-served basis until all available funds are distributed.

Award funds are transferred into online awardee accounts to be used in the online marketplace. The award amounts are limited to $1,000 per eligible student and no more than $3,000 per family.

Applications FY24

Applications received	59,141
Students awarded grants	28,962

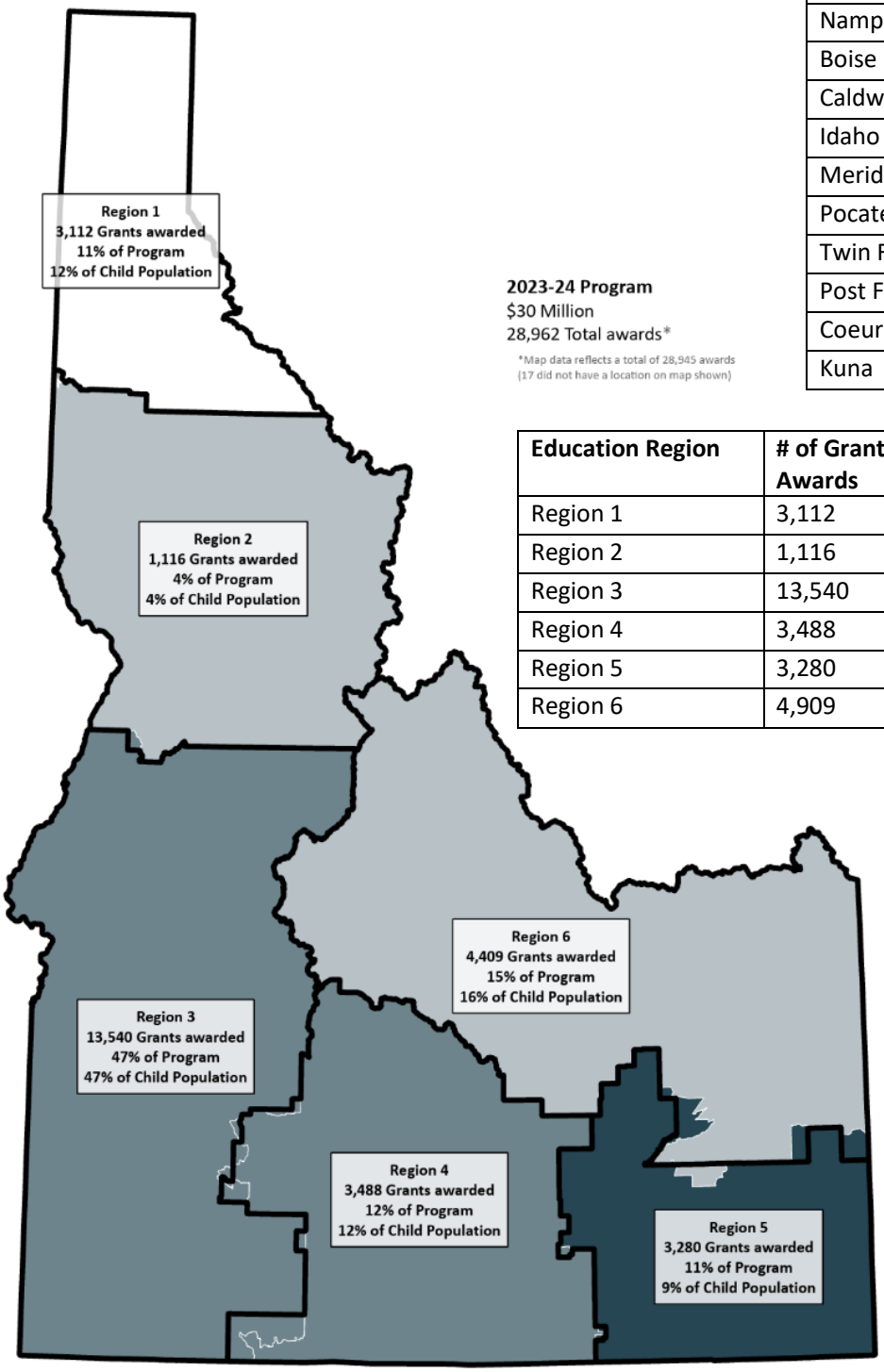
THIS IS MY FIRST YEAR TO APPLY AND I AM SO EXCITED TO HELP MY FAMILY TO CONTINUE THEIR EDUCATION AND HELP MY KIDS WHO ARE FALLING BEHIND DUE TO DISABILITIES!

- Holly

Adjusted Gross Income (AGI) Breakdown

AGI	Students	Percentage of Program
Under $60,000	19,983	69%
Under $75,000	5,068	17.50%
Equal to or more than $75,000	3,911	13.50%

Student Awards by Region and City



2023-24 Program
$30 Million
28,962 Total awards*

*Map data reflects a total of 28,945 awards
(17 did not have a location on map shown)

City	# of Grants
Nampa	3,175
Boise	2,897
Caldwell	2,107
Idaho Falls	1,955
Meridian	1,600
Pocatello	1,323
Twin Falls	1,101
Post Falls	758
Coeur D Alene	700
Kuna	674

Education Region	# of Grant Awards	% of Total FY24 Awards
Region 1	3,112	11%
Region 2	1,116	4%
Region 3	13,540	47%
Region 4	3,488	12%
Region 5	3,280	11%
Region 6	4,909	15%

FY2024 Breakdown of Awards to Students, by School Type (self-selected by parent/applicant)

Type of School	Number of Grants	Total Dollar Amount
Homeschool	2,972	$ 2,972,000
Public School (including Charter and Virtual)	25,240	$ 25,240,000
Other (Private)	750	$ 750,000
Total awards to students	**28,962**	$ 28,962,000

FY2024 Top 10 Schools Attended by Student Grant Recipients (self-selected by parent/applicant).

Name of School	Number of Grants
Homeschool	2,972
IDAHO HOME LEARNING ACADEMY (ONEIDA COUNTY DISTRICT)	1,495
Other (PRIVATE SCHOOLS)	750
IDAHO ARTS CHARTER SCHOOL (IDAHO ARTS CHARTER SCHOOL, INC.)	226
IDAHO VIRTUAL ACADEMY (IDAHO VIRTUAL ACADEMY, INC.)	204
CALDWELL SENIOR HIGH SCHOOL (CALDWELL DISTRICT)	142
RIDGEVUE HIGH SCHOOL (VALLIVUE SCHOOL DISTRICT)	132
COMPASS PUBLIC CHARTER SCHOOL (COMPASS PUBLIC CHARTER SCHOOL, INC.)	132
NAMPA SENIOR HIGH SCHOOL (NAMPA SCHOOL DISTRICT)	131
RIGBY HIGH SCHOOL (JEFFERSON COUNTY JOINT DISTRICT)	118

Award Use

Between November 16, 2023 and November 8, 2024 parents spent a total of $28,073,661.70 on eligible products and services through marketplace transactions. Eligible products and services are defined in Section 33-1031, Idaho Code. As Idaho families now have three (3) years to spend awards, transactions during the reporting period reflect purchases made by all active participants in the Odyssey platform, regardless of when their award was granted. A breakdown of award use by category follows.

THIS FUNDING HAS GIVEN MY TWO CHILDREN ACCESS TO BOOKS, SCHOOL SUPPLIES, CURRICULUM AND OTHER RESOURCES AND MATERIALS THAT WE COULD NOT HAVE OTHERWISE AFFORDED.

Erica

Award Use Summary by Sub Category			
Category	Qty Orders	Cost	AOV
Educational Products	102752	$6,889,286.03	**$67.05**
After School Sports & Recreation	22	$4,068.00	**$184.91**
Art educational products	8810	$295,705.30	**$33.35**
Books	13902	$702,352.63	**$50.52**
Curriculum	52	$6,512.28	**$125.24**
Educational Classes	8467	$705,818.78	**$83.36**
Educational Learning	2884	$143,115.64	**$49.62**
Educational Materials	42340	$1,937,637.12	**$45.76**
English	653	$51,844.22	**$79.39**
General education products	4107	$274,245.71	**$67.70**
STEM and Discovery kits	805	$88,161.85	**$109.52**
Musical Instruments	7447	$1,471,126.07	**$197.55**
Online Class Materials	1117	$168,406.90	**$146.59**
School Supplies	1352	$99,450.52	**$73.56**
Non-technological education products	7793	$654,250.57	**$83.95**
Subscription	279	$79,148.10	**$283.68**
Tutoring Aides	2722	$207,442.42	**$76.21**
Electronics	49546	$17,749,046.68	**$358.23**
Calculators	916	$65,662.78	**$71.68**
Cameras	1225	$620,909.74	**$506.87**
Computers	47405	$17,062,474.16	**$359.93**
Online Based Media	1005	$116,972.05	**$116.39**
Educational Applications	237	$16,059.25	**$67.76**
Educational Learning	397	$41,237.61	**$103.87**
Software	371	$59,675.19	**$162.20**
Services	24008	$3,318,356.94	**$138.22**
After school camps, classes & programs	12653	$1,890,385.34	**$193.75**
Class Fees	143	$32,840.00	**$229.65**
Cognitive Skills Training	17	$2,970.00	**$174.71**
Consultation	79	$7,242.00	**$91.67**
Curriculum Fees	322	$31,678.79	**$98.38**
Educational Materials	21	$1,380.00	**$65.71**
Internet Services	1507	$217,054.40	**$144.03**
Music Classes	1938	$194,474.28	**$100.35**
Online Classes	560	$151,233.98	**$270.06**
Test and Exam Fees	104	$14,595.00	**$140.34**
Therapy services per program guidelines	482	$50,646.30	**$105.08**
Tutoring	6152	$721,186.85	**$117.26**
Vocational + Life Skills Education	29	$2,610.00	**$90.00**
Youth Camp	1	$60.00	**$60.00**
Grand Total	**177,311**	**$28,073,661.70**	**$158.33**

FY2024 Review (July 1-June 30) and Odyssey Contract Close

As program awardees now have three (3) years to fully expend their grant, not all grants awarded during FY23 and FY24 were fully expended at the time of contract term-end with Odyssey. These awardees experienced a black-out period that began on October 25, 2024. This was done to provide Odyssey time to finalize transactions and payments to vendors before returning all data sets and remaining funds to OSBE for re-establishment in a new marketplace.

FY2025 Program Update

The FY2025 Empowering Parents Grant Program implementation with ClassWallet began in September 2024, after the contract was signed by the Department of Purchasing and ClassWallet. Within 30 days of signature and per contract specifications, 2024-25 Empowering Parents program applications launched for Idaho families on October 21, 2024. At the time of this report, more than 48,000 applications have been received and are in process for eligibility.

The ClassWallet platform offers the State Board of Education data transparency including daily & weekly reports of application activity, status reports of incomplete applicants and a breakdown of applicants by AGI bracket. The program coordinator meets weekly with ClassWallet as we work to ensure the platform meets Idaho statute requirements and contains clear information and guidance for Idaho families. ClassWallet hosted webinars for vendors and parents and created step-by-step application guides in English and Spanish. All documentation and recordings are posted on empoweringsparents.idaho.gov.

Next Steps and Looking Forward

The Idaho State Board of Education will continue outreach and communication efforts to families, schools, and community resource groups for ongoing grant application awareness as well as application assistance. Additional outreach and communication efforts will be made to increase vendor and service provider participation in all areas of Idaho, with a special emphasis on rural communities. As families receive grants weekly starting November 25, 2024, supplementary education efforts will be made to ensure families are aware of options to spend and use grant funds via ClassWallet's on-line marketplace or with a local service provider (such as a tutor or a driver's education provider).

The State Bord of Education regularly hears positive and heartfelt feedback from Idaho families across the state about the impact of this program and will work to ensure educational programs, products and services are easily accessible for students.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) State Board of Education Annual Report

REFERENCE

October 2022	Board received an annual progress report from the Division of Vocational Rehabilitation
October 2023	Board received an annual report from the Division of Vocational Rehabilitation

APPLICABLE STATUTE, RULE, OR POLICY

Article IX, Section 2 of the Idaho Constitution
Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128
Section 33-2303(1), Idaho Code
Board Policy IV.F. – Division of Vocational Rehabilitation
Board Policy IV.G. – Idaho State Rehabilitation Council
Board Policy I.M. – Annual Reporting

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with two major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program and serve as the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).

Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that imposes significant barriers to gainful employment. VR assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program provides pathways to self-sufficiency and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.

The Council for the Deaf and Hard of Hearing (CDHH): CDHH is an independent agency organized under IDVR. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. The CDHH's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Judy B. Taylor, interim Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Annual Report 2024

BOARD ACTION

This item is for informational purposes only.

Idaho State Rehabilitation Council
Idaho Division of Vocational Rehabilitation

Combined 2024 Annual Report

Idaho Division of Vocational Rehabilitation's History:

The Vocational Rehabilitation Act of 1920 was the start of the public rehabilitation program in the United States. The Vocational Rehabilitation Act of 1920 provided funds for people with physical disabilities for vocational guidance, training, occupational adjustment, prosthesis, and placement services. A series of amendments through the years expanded services to persons with other types of disabilities.

The Rehabilitation Act of 1973 emphasized priority services for persons with severe disabilities and incorporated civil rights protection for persons with disabilities. At the present time, the authority of the rehabilitation program is still under the Rehabilitation Act of 1973, as amended.

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner- Peyser Act, and the Rehabilitation Act of 1973.

IDVR's Vision:

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions

IDVR's Mission:

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employer

What is Vocational Rehabilitation

Vocational Rehabilitation (VR) is a state-federal program whose goal is to assist people with disabilities prepare for, secure, retain or regain employment.

Information and data within this report are reflective of State Fiscal Year (SFY) 2024 and Program Year 2023 (July 1, 2023 through June 30, 2024). This document is partially funded by the Department of Education/ Rehabilitation Services Administration, Grant Award Number H126A240016. The Idaho Division of Vocational Rehabilitation receives 78.7% of its funding through a grant from the United States Department of Education.

Landscape photographs provided by Mike MacGuffie, IDVR Center Manager of Customer Center South Central.

IDVR Agency Core Values are A.R.T.

Accountability: Taking ownership and responsibility for our actions

IDVR values **Accountability** by taking ownership and responsibility for our actions. Accountability includes using a solution-focused approach to positive outcomes through individual awareness, integrity, and transparency.

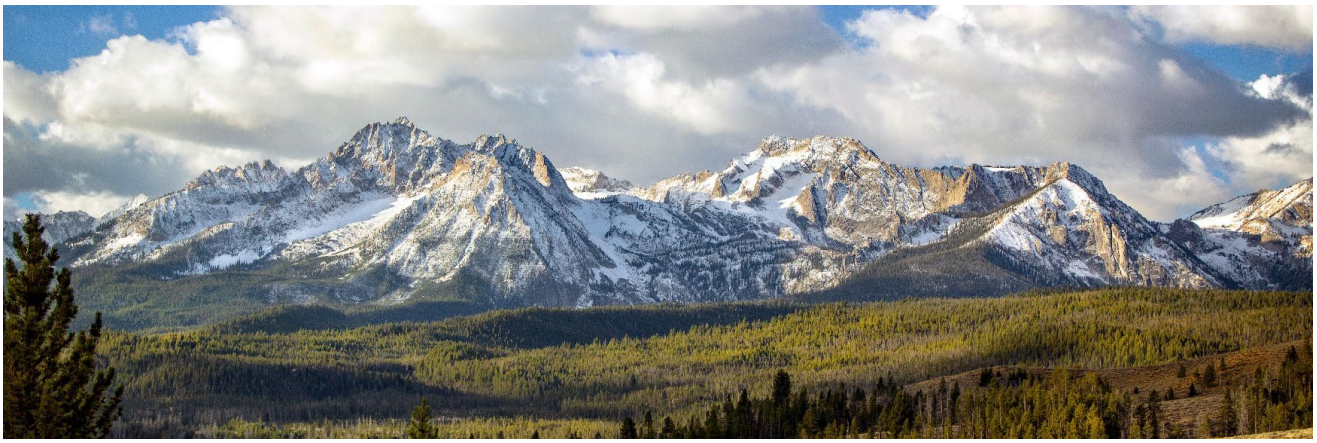
Respect: Recognizing abilities, valuing professional judgement

IDVR promotes mutual **Respect** in the workplace. We recognize team members for their abilities and contributions, and value their professional judgement.

Teamwork: Working together to achieve a collective goal

IDVR values **Teamwork** that utilizes professional and mindful communication while working together to achieve a collective goal. We value the diverse experiences, skills, and perspectives that each team member brings to the Agency.

As IDVR lives in these values, we aspire to the outcomes of higher levels of customer service and satisfaction, increased team member satisfaction, engagement, trust, and retention, increased work-life balance, and improved communication agency wide.



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It is one of the greatest honors of my life to serve as SRC Chair during such a pivotal time for Idaho's Vocational Rehabilitation (IDVR) program. The council, composed of individuals appointed by the State Board of Education as designated by the Governor, represents diverse perspectives. The council includes former recipients of VR services, parents of persons with disabilities, a representative of the State Independent Living Council (SILC), a representative of indigenous communities, small business owners, and employees from some of Idaho's largest employers. At each quarterly meeting, we engage deeply, ask challenging questions, and provide the feedback necessary for VR to navigate these challenging times.

As a representative of individuals with disabilities, I am particularly passionate about ensuring that IDVR and our state do everything possible to remove barriers and equip Idahoans with the tools they need to succeed. As a deaf individual, this mission is personal to me. In addition, my experience as a workforce development professional and business owner allows me to bring valuable insights to this conversation.

Let's look at some numbers. Nationwide, 1.4 million Baby Boomers will retire each year until 2030. By then, nearly all Baby Boomers will have left the workforce. The next generational cohort, consisting of 61 million people, must replace the 72 million Baby Boomers—a task made more challenging by current labor participation rates, leading to a labor shortage not just in Idaho, but across the U.S. and globally. Light cast, a world-renowned labor market research firm based in Moscow, Idaho, has coined this phenomenon the "Demographic Drought". Their website offers extensive studies and white papers on this workforce trend.

Idaho's economy and population have experienced unprecedented growth over the past decade. Boise alone grew from 399,000 residents in 2015 to 519,000 in 2022. Currently, the unemployment rate in Idaho is around 3.4%, lower than the national average of 4.1%. However, for those with disabilities, the unemployment rate is approximately 6.4% in Idaho, compared to 7.2% nationally.

Digging deeper, the 2022 U.S. Census reports that about 269,000 Idahoans identify as people with disabilities. This means approximately 17,200 individuals with disabilities are

unemployed. Meanwhile, the Bureau of Labor Statistics reported in April 2024 that Idaho had around 53,000 job openings across both private and public employers. With a population of roughly 1.8 million and a labor participation rate of 62.8%, 47,000 people are non-participating. Now more than ever, it is crucial to help Idaho's growing employers tap into this talented and underutilized pool of workers. By employing individuals with disabilities, they not only gain employment but also become active contributors to Idaho's economy. Idaho's Vocational Rehabilitation Program, which is 80% federally funded, is staffed by dedicated professionals committed to serving individuals with disabilities. They assist with education credentialing, workplace accommodations, and creating cultures of disclosure and acceptance initiatives that statistically increase productivity and benefit countless employers nationwide. IDVR also supports Idaho's disabled youth through programming focused on work readiness, developing career pathways in trades, registered apprenticeships, and post-secondary education.

Let's work together to build a thriving workforce, where individuals with disabilities are gainfully employed and contributing to Idaho's economy during this time of worker shortages. Beyond addressing the labor shortage, it's simply the right thing to do. By supporting IDVR's mission, we can ensure that individuals with disabilities have the tools they need to achieve their own success and happiness. This is not just about filling jobs; it's about. Empowering people to live fulfilling lives and enriching our communities in the process.

Thank You,

Timothy J Blonsky, SRC Chair

I have had a very good experience with the program and wouldn't be where I am now if not for this program and my Counselor was so encouraging with me and she was able to guide me through all my options and find the right one for me.

VR Customer Response to Customer Satisfaction Survey

Who is the State Rehabilitation Council?

State Rehabilitation Councils were created by amendments made to the Rehabilitation Act in 1993 when disability rights advocates succeeded at the federal level in persuading Congress to create a system supporting people with disabilities receiving vocational rehabilitation to take an active role in shaping the services they receive.

The Idaho State Rehabilitation Council (SRC) is a body of citizens appointed by the Idaho State Board of Education. The Council reviews, analyzes, and advises the Idaho Division of Vocational Rehabilitation (IDVR) regarding the performance, effectiveness, and objectives of the program.

The SRC is composed of a diverse group of volunteers including current or former customers, professionals, employers, advises, and service providers who promote public awareness, advocacy, and support for the Vocational Rehabilitation program. The majority of the SRC members are themselves individuals with disabilities. SRC members are chosen for their interest in, and specialized knowledge of the disability community. The term of office for SRC members is three years, with the option of serving a second three-year term.

The SRC must be composed of at least 15 members including:

- 4 representatives of businesses, industry & labor
- 1 representative of Statewide Independent Living Council
- 1 representative of parent training & information center
- 1 representative of client assistance program
- 1 representative of community rehabilitation program service provider
- 1 representative of disability groups
- 1 current or former VR customer
- 1 American Indian VR Services program
- 1 representative of the State Department of Education
- 1 representative of the Workforce Development Council
- 1 Vocational Rehabilitation Counselor (ex-officio)
- Vocational Rehabilitation Administrator (ex-officio)

The SRC communicates directly with customers, rehabilitation professionals, businesses, service providers, and other individuals interested in improving the services and programs provided by the VR program. SRC members provide critical support and guidance to IDVR (and to individuals with disabilities served by the Division) and communicate regularly with legislators, on both the state and national levels on their behalf.

Activities

State and Strategic Plans:

The SRC participates in disseminating the Division's draft of the State and Strategic Plans and solicits public comments on those plans. The SRC prepares written recommendations for the Plan and coordinates with IDVR during the planning process.

Meetings:

The SRC meets four times a year. Dates and locations are available on the IDVR SRC Meeting Schedule webpage. Council members participate in local and state activities dealing with disability related issues.

Surveys:

The SRC conducts needs assessments and surveys. Some of these efforts are accomplished independently and while collaborating with IDVR.

Employer needs, client satisfaction and team member perceptions of IDVR are a few of the inquiries that have been conducted.

SRC members and IDVR staff agree that this strong partnership produces positive and lasting impacts for Idahoans with disabilities.

In order to accomplish the many activities and responsibilities, the SRC is comprised of two standing committees: Executive and Planning, Policy and Program Effectiveness Committee. All SRC members participate in committee activities based upon their strengths and area of interest.

Membership

If you enjoy learning, building relationships and advising for change in our systems, the SRC provides a rewarding opportunity for volunteer public services.

Service on the SRC provides a unique opportunity to engage in the dialogue on the Vocational Rehabilitation services at the State level.

One Person Can Make a Difference!

To learn more about the Idaho State Rehabilitation Council (SRC) and the Idaho Division of Vocational Rehabilitation visit the SRC Membership webpage, scan the QR code, or contact us at (208) 334-3390.

SRC 2025 Meeting Schedule

January 21st, 2025
April 22nd, 2025
July 22nd, 2025
October 21st, 2025

Executive Committee

This committee will exercise the overall governance of the Council subject to Council Bylaws. The Executive Committee will represent and guide the Council's efforts to advise for the VR program on behalf of the state agency, to state legislators, congressional delegation, and to the public at large. Advocacy efforts will focus on a partnership with the agency toward a common goal - maximizing employment and independent living for people with disabilities.

The Executive Committee will be composed of the Chair, Vice-Chair, the immediate past Chair, if available, and the co-chairs of the Planning, Policy and Program Effectiveness Committee. At least one member with a disability will be a member of the Executive Committee.

Planning, Policy and Program Effectiveness Committee

Activities of the Planning, Policy, and Program Effectiveness Committee strive to ensure that the VR program produces high quality outcomes for VR customers. Committee members will review, analyze, and advise IDVR on eligibility, including order of selection; the extent, scope, and effectiveness of services provided, policy development; and functions performed by state agencies that affect or potentially affect the ability of individuals with disabilities in achieving employment outcomes. This Committee will have two co-chairs, one chairing the Comprehensive Statewide Needs Assessment (CSNA) and VR Portion of the State Plan and the other chairing the Policy Development and Survey Committees. Each subcommittee shall consist of at least two (2) additional members.

SRC Mission

Working on behalf of Idahoans with disabilities, the Idaho State Rehabilitation Council endeavors to provide consumers, service providers and others the opportunity to participate in constructive dialogue and public input to continually improve the quality of Vocational Rehabilitation services to residents of Idaho.

Council Chair	Tim Blonsky
Council Vice Chair	Diana Colgrove
Disability Advocacy Group Representatives	Tim Blonsky David “Max” Maxwell
Former Applicant or Recipient Representatives	Mark Reinhardt Stephanie Taylor-Thompson
Community Rehabilitation Program Representative	Danielle Larsen
Client Assistance Program Representative	Nancy Grant
Business/Industry & Labor Representatives	Angie Tuft Diana Colgrove Jeff DeForest Lucas Rose
American Indian Vocational Rehabilitation Services	Feather Holt
Parent Training & Information Center Representative	Linda Thomas
State Independent Living Council Representative	Jami Davis
State Department of Education Representative	Randi Cole
Workforce Development Council Representative	Clay Long

Idaho Division of Vocational Rehabilitation Representatives

Ex-Officio	Judy B. Taylor, Interim Administrator
Ex-Officio	Kent Ireton, Pre-ETS VR Counselor
Council Secretary	Wendy Page, Management Assistant

I was honored to be appointed Interim Director of the Idaho Division of Vocational Rehabilitation this June. I joined the team during a challenging time, but through the months we pulled together, worked creativity, relied on valuable partners, and found solutions.

IDVR provides a valuable resource to Idaho by promoting competitive employment to our citizens with physical, mental, or emotional challenges. This benefits individuals, families, communities and Idaho businesses.

Please keep in mind while reading our report that while this is data heavy, every number represents a customer who hopefully is engaged in a satisfying, meaningful, and dignified job, that allows them to be financially stable.

Please reach out with any questions about the material presented in this report.

Sincerely,

Judy Bicknell Taylor

About VR

Vocational Rehabilitation is the largest and oldest program funded under the Rehabilitation Act. It is the state-federal eligibility vocational rehabilitation system which provides comprehensive vocational services to individuals with disabilities.

Rehabilitation counselors provide vocational guidance counseling and other services as identified in an Individualized Plan for Employment (IPE) for each participant. The scope of rehabilitation services that may be provided is extensive and includes services that lead to employment which will also result in increasing an individual's independence and self-worth. Although each state adheres to the federal laws and regulations, each state has flexibility in determining its policy, procedures and business practices.

VR

Idaho Division of Vocational Rehabilitation

Who does the Idaho Division of Vocational Rehabilitation Serve?

IDVR assists Idahoans with disabilities to obtain, maintain or advance in employment. IDVR provides various services to assist individuals with disabilities find work.

Interested in the VR portion of the Idaho's Combined State Plan for Program Years 2024-2025?

Visit the Publications and Agency Plans webpage or scan the QR code above for more information.

Vocational Rehabilitation is appropriate if…

- Individuals want to work.
- Individuals have a disability that makes it hard to get a job, continue working or advance in a job.
- Individuals want to become employed to the best of their ability.
- Individuals need support and assistance to become employed.
- Individuals can be an active participant in the development of their career goals.

Individuals may be eligible if:

- They have a physical or mental disability which creates difficulties with obtaining or maintaining a job.
- They get Social Security for a disability (SSI or SSDI) and want to work.

Services

When developing a plan for getting work, individuals may require several different types of support. The types of support vary based on the employment goal and will be unique to meet specific needs.

Supports may include counseling and guidance, job search, placement and other job supports, academic training, and disability related supports, to mention a few.

Are you a high school student? Visit the student page on the website or scan the QR code for more information.

The State Rehabilitation Council (SRC) oversees the ongoing customer satisfaction survey of IDVR participants who leave/exit the program for various reasons.

In order to gauge the customers' overall experience with program services, the customer satisfaction survey asks 12 questions in three domains. The SRC and Division use customer feedback to improve the VR experience and service delivery.

The survey was completed by 224 out of 3,056 customers with a 7% response rate. Percentages listed below represent the proportion of respondents who answered "agree" or "strongly agree" to each of the survey questions. Responses were collected from customers with cases closed from July 1, 2023 through June 30, 2024.

Overall Customer Satisfaction (N=224)

Percent of "Agree" or "Strongly Agree" Responses

General Customer Satisfaction

Treated me with respect	93%
Responded to my questions in timely manner	84%
Satisfied with my experience	81%
Would recommend VR to friends with disabilities	82%
Understood that employment was the goal	96%

Individual Plan for Employment (IPE)

Had the opportunity to choose service providers	93%
Services provided in a timely manner	89%
Worked with VR counselor to develop plan	94%

Services Provided by Community Rehabilitation Providers (CRPs)

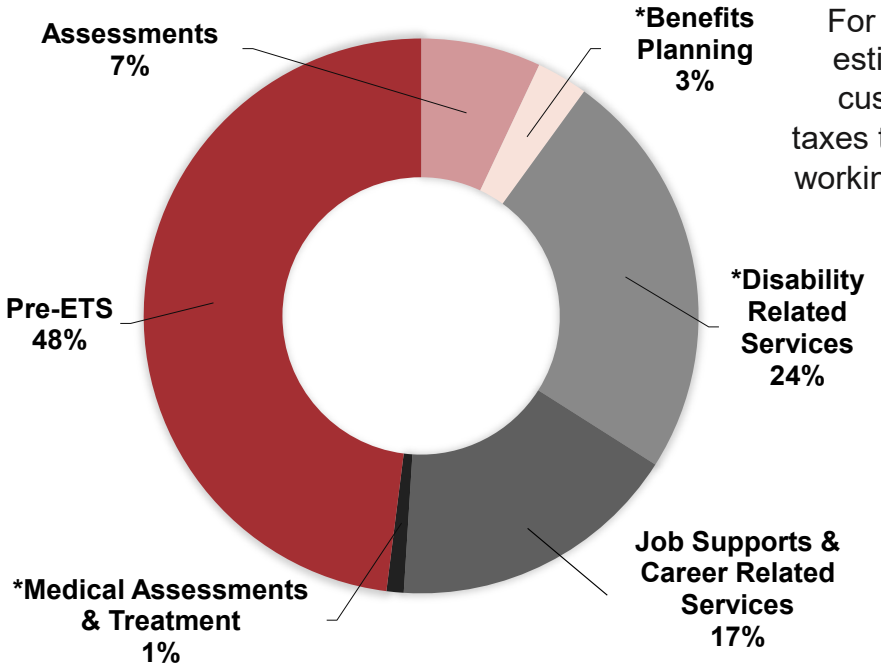
Recommend providers	84%
Services were helpful	82%
Satisfied with the communication & interactions	82%
Had a choice when picking a provider	82%

Funds Expended Toward Customer Services/Support $7,729,023.61

Expenditures on Job Training $2,783,334.98

Training Type	*Total Paid*	*Unique Participants*
Apprenticeship	$16,999.32	18
Four-Year	$1,212,759.27	271
Graduate	$327,162.38	37
Junior/Community College	$233,098.01	107
Miscellaneous	$106,055.37	85
Occupational/Vocational	$745,097.64	308
On-the-Job	$25,500.00	8
Truck Driving	$116,662.99	72

Customer Expenditures



Return on Investment (ROI)

For General Funds spent by IDVR it is estimated that successfully employed customers will return $16,497,758 in taxes to the State over the course of their working life (based on data from SFY24).

Expenditures in the following categories:

- Business Services
- Pre-Employment Transition Services (Pre-ETS)
- * Vocational Rehabilitation Traditional Service

Top 5 Referral Sources in Program Year 2023

State Department of Correction/Juvenile Justice	**634**
Family and Friends	**618**
Other Sources	**521**
Medical Health Providers	**300**
Mental Health Providers	**278**

Idaho Outcomes are Exceeding National Averages:

Employment Rate in the Second Quarter after exit – Program Year 2023**: 5th** of 52 nationally

Median Earnings in the Second Quarter after Exit – Program Year 2023: **25th** of 52 nationally

Employment Rate in the Fourth Quarter after Exit – Program Year 2023: **6th** of 52 nationally

Credential Attainment Rate – Program Year 2023: **4th** of 52 nationally

Primary Performance Indicators PY23 (IDVR and ICBVI)

Employment 2nd Quarter	**64.5%** (-0.4 PY22)
Median Earnings 2nd Quarter	**$5,380.00** (+$430 PY22)
Employment 4th Quarter	**61.1%** (-1.6 PY22)
Credential Attainment	**59.7%** (+2.4 PY22)

Occupation:
Janitor

Employer:
Rock Creek Fire Department

Location:
Kimberly, Idaho

From the day of the intake JP stated that he really wanted to be able to work around fire trucks and other emergency vehicles. It has been amazing to watch JP gain confidence and grow as a part of the team at the Rock Creek Fire Department. I am so happy for JP and his continued success at his job.
Brian Patingre, VR Counselor

"Being around the fire fighters and watching them respond to an alarm and leave the station to fight a fire is my favorite part of my job. I do my part to make sure the station is safe and clean. I enjoy being part of the team."
JP, VR Customer

JP applied for VR services in June of 2023 as a self-referral to gain assistance to find a part-time employment position to be more active in his community after leaving his previous long-term position when it was identified he needed more support on the job to be successful than was available.

JP and his VR Counselor completed an interest inventory that identified janitorial type of work as a good fit based on his interests, and this type of work also aligned with his previous work experience that he expressed that he found fulfillment in.

Throughout the process of identifying what type of work JP would want to pursue, he expressed an interest in the world of firefighting and working in that type of environment as his dream job.

When JP obtained his new employment position, he received direct support from a job coach at work to learn his new work tasks, understand the expectations of his employer, and to assist him in meeting those expectations.

"We treat JP like one of the crew here. He is part of our team and family. We make sure to include him in all news and activities related to the fire house."
Taylor Hunsaker, Rock Creek Fire Department Lieutenant

Occupation:
Food Prep

Employer:
Flying Pie Pizzeria

Location:
Nampa, Idaho

Marli is very goal driven, if a goal is set for her, she will meet the goal. She's not afraid to ask for help, which shows that she wants to grow. She has expressed an interest in management, so we have set goals that we are working toward to help her get there. Marli is probably the most reliable employee I have.

Rose, Supervisor at Flying Pie

"I really like my job, and I enjoy all the people that I work with. My confidence has grown since I started my job, and I am more comfortable doing things on my own now. At the beginning, I was nervous about cashiering, but I am comfortable now because I was trained how to do it."

Marli, VR Customer

Marli applied for VR services in 2021 after struggling to maintain previous jobs as she had difficulty meeting employer expectations which led to several short-term jobs and significant gaps in her work history. Through counseling and guidance Marli and her VRC, Kara Whitehouse, completed career exploration and they determined foodservice would be a good fit for Marlie based on her interests, abilities.

Marli's VR Counselor referred her to the Create Common Good Employment Training Program to gain the soft and hard skills needed to enter the food service industry. Marli obtained her ServSafe Food Handler Certificate and understanding of proper food handling skills that would allow her gain transferrable skills for a future employment position.

Marli graduated from the Create Common Good Program in 2023 and then began working for them in a temporary position while she did job search for a permanent employment position.

"Marli's greatest strength is her positive attitude. Her friendly demeanor made her classmates feel welcome and made the program more enjoyable for everyone. She picked up tasks quickly and demonstrated excellent workplace behavior. We are so happy for Marli and her continued success!"

Angie Tuft, Create Common Good

Employment:
Behavioral Interventionalist

Current Status:
Self-Employed Business Owner & Operator

Location:
Lewiston, Idaho

Charlie's determination, positive attitude, and responsiveness fostered a great working relationship throughout his time working with Vocational Rehabilitation. His hard work during college and his initiative to secure employment on his own prior to graduation truly reflects his commitment to success! I am so proud to see that since we last worked with Charlie, that he is now also self-employed and continuing to make a difference!
Angela Moran, VR Counselor

"I love doing what I do. I work directly with the children and their families in the community and within their homes. Each client is unique, and I use whatever modality that seems to work best with each one."
Charlie, VR Customer

Charlie, a military veteran and social security disability recipient came to VR in 2018 to obtain support for his long-term career goals after being referred by Lewis-Clark State College for assistance to reach his identified goal of working in the human services field. He had been struggling to maintain employment due to physical demands of the positions he had held, and due to this, had had several short-term jobs that were not a good fit.

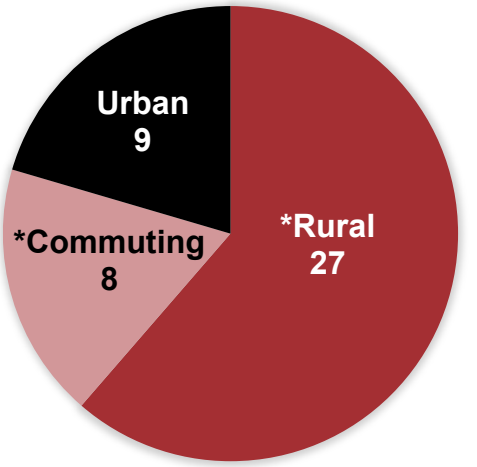
After Charlie began working with VR, he worked with a counselor to identify his vocational goal within the human services field and began to receive support to continue his education which would allow him to meet the educational requirements of the positions of interest.

Through VR support, Charlie was able to complete his bachelor's degree and obtained employment working as a behavioral interventionist where he worked for 18 months.

In 2024, Charlie then took the skills from his education and experience as a Behavioral Interventionist and started his business Charlie's Behavioral Services, where he now owns and operates the business focused on providing behavioral intervention services to individuals ages 5-21 and their families to achieve their individualized behavioral goals.

Top 10 Rural Idaho Counties Served

Counties Served	Number of Participants
Bingham	412
Bonner	262
Cassia	179
Minidoka	155
Payette	104
Blaine	89
Clearwater	70
Idaho	70
Shoshone	50
Oneida	43



*There are 35 Idaho counties that are Rual. Of those 35 there are 8 that are listed as commuting counties.

Idaho's Top 5 Commuting Counties

Counties Served	Number of Participants
Jefferson	107
Elmore	99
Jerome	66
Gem	64
Fremont	46

9 Urban Idaho Counties Served

Counties Served	Number of Participants
Ada County	2,526
Canyon	1,090
Kootenai	865
Bonneville	757
Twin Falls	624
Bannock	480
Nez Perce	351
Madison	256
Latah	175

Thank you for helping me get into a position that I can physically do. You helped give me my independence and feelings of self-worth back.

VR Customer Response to Customer Satisfaction Survey

The Vocational Rehabilitation (VR) program is a federal program administered by the U.S. Department of Education to provide education, training, and career opportunities to individuals with disabilities to maximize their employment, independence, and integration into the community and competitive labor market.

To be eligible for the VR program, individuals must have a physical or mental disability that results in a barrier to employment and who require and can benefit from VR services to achieve employment and maximize career goals.

Customer Gender

Male	2,762
Female	2,148
Not Specified	69

139 customers disclosed that they were a veteran.

1,556 applicants had Social Security Benefits during application

Customer Background

Low Income	3,127
Long-term Unemployment	1,768
Justice Involved	1,011
Cultural Barriers	334
Single Parent	461
Homeless	159
English Learner	206
Skills Deficient	842

Low Income: Homeless, a youth living in a high poverty area, youth in foster care or the family they live with either receive now or received SSI, state or local income-based public assistance, or food stamps (SNAP), an individual with a disability whose own income is below the poverty guidelines.

Long Term Unemployment: The individual is now unemployed and has been for the previous 27 (or more) consecutive weeks, excluding secondary education students.

Justice Involved: An individual who is convicted of committing a crime or offense.

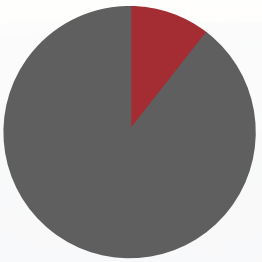
Homeless: Lacks a fixed, regular, and adequate nighttime residence, uses a public/private place not designed for regular sleeping accommodations for human beings.

English Language Learner: Limited ability to speak, read, write, or understand English.

Basic Skills Deficient: Individual is under the age of 25 with less than 8th grade reading, writing, or math skills on standardized school tests.

Cultural Barriers: The individual sees themselves as possessing attitudes, beliefs, customs or practices derived from their cultural experience which may influence a way or thinking, acting, or working.

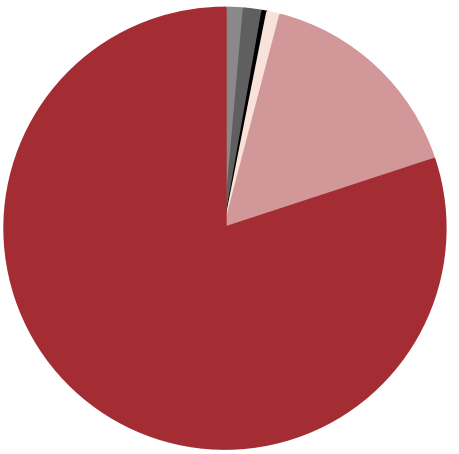
Number of Participants by Race



Hispanic/Latino, 10.6%

Not Hispanic/Latino, 89.4

Number of Participants by Ethnicity



Indian/Alaskan, 1.41%

Black/African, 1.35%

Hawaiian/Pacific Islander, 0.36%

Asian, 0.96%

Multiple Races, 15.87%

White, 80.03%

Customers by Disability Type

Auditory and Communicative Disabilities	610
Learning and Intellectual Disabilities	834
Physical Disabilities	860
Psychological & Psychosocial Disabilities	2,680
Visual Impairments	25
Total	**5,009**

*Customers may have selected one or more of the labeled Disability Types.

682

Customers Successfully Employed

4,975

Customers Served*

Customers by Age Range

Age Group	# of Participants
14 to 24	1586
25 to 44	1932
45 to 59	1018
60 to 85	437
Over 85	2

*Individuals received Individualized Plan for Employment IPE services; typical participation (duration) is multiple years.

Introduction

Students with disabilities, ages 14-21, often face significant challenges in finding employment or enrolling in post-secondary education after high school. In fact, they obtain post-school employment and enroll in post-secondary education at rates significantly lower than their peers without disabilities (Harkin Institute, 2024). Research indicates that the longer it takes for youth with disabilities to find a job or engage in further education after high school, the worse their long-term outcomes. Early disengagement from the workforce can lead to reduced hours worked, fewer job benefits, and lower income potential throughout life.

Addressing the Challenge with Pre-ETS

To address these issues, the Workforce Innovation and Opportunity Act (WIOA) of 2014 introduced significant changes to the Vocational Rehabilitation (VR) program. It required all state VR agencies, including the Idaho Division of Vocational Rehabilitation (IDVR), to dedicate at least 15% of their federal funding to providing Pre-Employment Transition Services (Pre-ETS). These services aim to help students with disabilities start early and sustain their engagement with Idaho's labor market and post-secondary opportunities.

Impact of Pre-ETS in Idaho

Since the implementation of WIOA, IDVR has worked diligently to establish and expand Pre-ETS programs across the state. As a result, the number of students served has significantly increased:

- **Fiscal Year 2021**: 1,210 students served
- **Fiscal Year 2022**: 1,968 students served
- **Fiscal Year 2023**: 2,784 students served

This growth demonstrates a strong commitment to supporting students with disabilities as they prepare for life after high school.

Core Pre-ETS Activities

Pre-ETS includes five core services designed to prepare students with disabilities for successful transition from high school to adulthood:

1. **Job Exploration Counseling:** helps students discover their interest and abilities to assist with career planning. This raises motivation and helps students explore opportunities and participate in activities that will help make informed decisions about the future.
2. **Work-Based Learning Experiences (WBLE):** opportunities give students the opportunity to gain work experience though paid or unpaid work in a community-based setting. This might also include informational interviews, job shadows, workplace tours, apprenticeships, and/or internships.
3. **Counseling on Postsecondary Education**: enrollment opportunities help students decide what options are available after graduation. It helps students understand what post-secondary education is needed for specific careers and helps determine which institutions offer the programs students need to further their education This might also include understanding accommodations, technology, financial aid, and other college resources.
4. **Workplace Readiness Training**: develops the skills and behaviors needed for any job. These skills help students learn how to interact with employers and co-workers. This may include instruction in soft skills, communication, and/or independent living skills.
5. **Instruction in Self-Advocacy**: helps students learn how to make informed decisions on their future and explain to other what they need to be successful on a job or in school. This includes learning about their disability, setting goals, and requesting and using accommodations.

Number of Students Served	
Counseling on Enrollment Opportunities	1,614
Instruction in Self-Advocacy	1,615
Job Exploration Counseling	2,285
Total Cases Receiving Pre-ETS	4,186
Work Based Learning Experience	1,799
Work Readiness Training	2,529

These services are provided in either group or individual settings to students in or out of the school day during the year. Counselors work with students, families, and teachers to determine which services are needed for the student.

Pre-Employment Transition Services provides students with the supports to transition into the world or work. I believe our services could be the steppingstones for many individuals with disabilities to begin to build the confidence to uncover the skills they have or can build on. These services provide advocacy to students to start believing in themselves and guide them to making steps in the direction to meet their future goals.

Annie Crockett, Pre-ETS VR Specialist

Prevention: Why Early Engagement Matters

Research shows that youth with disabilities who receive early support through programs like Pre-ETS have better outcomes in employment and education. These services help them develop essential skills, gain work experience, and build confidence, which increases their chances of finding a good job and achieving success in post-secondary education. Studies have also shown that students who participate in coordinated Pre-ETS activities are more likely to have positive post-school outcomes. For example, youth with disabilities who receive these services are more likely to secure competitive, integrated employment with better wages and longer job retention. In some cases, participation in these services has doubled the rate of successful postsecondary outcomes for students.

Filling the Gap

Pre-ETS services are crucial for addressing the gap in employment and postsecondary opportunities for students with disabilities. By connecting students with work experiences and educational guidance early on, IDVR helps them prepare for successful futures.

Pre-ETS also strengthens connections between schools, families, and the community. By working closely with schools and other organizations, IDVR can provide more targeted support, reduce duplication of efforts, and ensure that students receive the services they need.

Promoting Collaboration for Better Outcomes

Collaboration between IDVR, schools, families, and community organizations are essential for the success of Pre-ETS. These partnerships help coordinate services, reduce redundancy, and ensure that resources are used effectively. This collaborative approach also promotes better outcomes, such as increased engagement in work and education, higher earnings, and improved job satisfaction.

Building on Promising Practices

IDVR is continuously working to improve Pre-ETS by expanding effective strategies, such as:

- **Engaging Employers**: Creating more job opportunities for youth with disabilities by partnering with local businesses.
- **Expanding Postsecondary Options**: Providing more opportunities for students to pursue higher education and vocational training.
- **Family Involvement**: Encouraging families to be active participants in the transition process, which helps students stay motivated and supported.

IDVR Partnerships

Across the state, IDVR has 35 team members that are specialized and focused on serving the schools and students with disabilities. 19 of these positions are counseling staff who are directly involved with service provision to students in the schools. These 19 positions are assigned to cover each school district across the state.

If you have a question about who is serving your school, please reach out to the IDVR Transition Manager or one of the Pre-ETS Supervisors:

Caleb Tibbetts, Pre-ETS Supervisor, Meridian

Robert Price, Pre-ETS Supervisor, Pocatello

Tia Amundson, Pre-ETS Supervisor, Twin Falls

Lauren Noble, Transition Manager, Operation Support Center

This summer, we partnered with Twin Falls, Jerome, and Kimberly School Districts to run work experience programs for their students who experience disability. Each of these programs was a first-time effort and required a lot of up-front work, planning, and coordination. The results were amazing! Students, teachers, paraeducators and parents all expressed their pleasure with how much the program helped the students with developing work skills, social skills, self-confidence and hope for their future.

Kent Ireton, Senior VR Pre-ETS Counselor

Reality Town provided our students with a powerful glimpse into adult life. It taught them the value of budgeting, prioritizing needs over wants, and making thoughtful financial decisions. This hands-on experience challenged them to think about their future and prepared them for the real-world responsibilities and situations they will face.

Coeur d'Alene High School Special Education Consulting Teacher - Jonathan Beecher

Services provided during the school day are provided based on student and district need. We have had great success in partnering with the schools around the state to develop programs and provide needed pre-employment transition services.

Our programs are true steppingstone for students with disabilities, guiding them on their journey to independence. Each skill they learn transforms their aspiration into realities, revealing their potential in ways that are inspiring to witness. Not only do these programs enhance their employability, but also foster a sense of independence and purpose, equipping them to navigate their futures with optimism and resilience.

Gulru Sen, Senior Pre-ETS VR Counselor

We continue to facilitate many successful Reality Towns in partnership with the school districts. Reality Town is a hands-on curriculum where students are responsible for making financial decisions and standard monthly expenditures for their "Reality Town Family". Students learn to prioritize spending to meet their financial obligations. Students learn many financial and life concepts including:

- Financial Concepts including Budgeting & Accounting for their spending
- Payroll Withholding's including Federal & State Taxes, FICA & Medicare
- Principles of Debt & Savings and the Impact of Interest
- Importance of putting "Needs" before "Wants"
- Goal Setting, Education Planning & Career Planning
- Benefits of Education on Future Earnings & Lifestyle
- Respect for their current Educational Opportunities
- Appreciation for the Financial Responsibilities of their Parent(s)/Guardian(s)

In addition, students across the state have participated in a variety of staff provided services such as resume workshops, job shadows, career exploration, and self-advocacy. As the IDVR Pre-Employment Transition Services program has continued to

grow, so have the number of students and schools served.

From July 1st, 2023, through June 30th, 2024, counselors provided services to 2,821 students across the state. This spans 298 schools that have students involved with IDVR Pre-Employment Transition Services.

Reality Town was a fun interactive way student learned about important life skills for adulthood. Students learned about the power of financial planning and making choices between wants and needs. Students were engaged and had great questions as they navigated though their assigned adult life. They all had impactful self-reflection at the end on what they learned and what surprised them about making financial choices and the outcome of those choices. This is something that is important for all students to learn to help prepare them for the move from high school to adulthood.

Brandy Longley, Pre-ETS VR Specialist

Over the past year, we have had great success with programs facilitated by our partners as well.

The growth we see in Work of Art students is a significant increase in confidence and skill that they will be able to step into the employment realm. By engaging in activities such as interviews, timesheets, and applications students build necessary knowledge preparation for the job market. Students gain experience in problem solving using design thinking, and in social skills by working in collaboration as a design team. Many students who are at first quiet and anxious are able to open up and speak confidently to the group in just a few short weeks. They proudly present their work at the reception and parents always comment on their growth.

Heather Kirk – Idaho Parents Unlimited

Students participated across the state in Career Technical Education programs both during the school year and in the summer to gain valuable information in career exploration. Students received hands on experience to learn skills required for a variety of trades to include cosmetology, animal science, construction, welding, as well as others.

Students in the Idaho Falls and Pocatello area of the state had the opportunity to participate in a conference called Tools for Life over a period of two days. They participate in presentations to learn about a variety of tools and resources to gain valuable self-advocacy skills.

Idaho Parents Unlimited facilitated a supported work experience called Work of Art for students to receive valuable knowledge and skills in learning to work together and follow instruction. This is a program where students create an original piece of art under the guidance of a professional teaching artist. Students will determine the type of visual art produced with the teaching artist. Students work together utilizing the client's materials or client portfolio samples to create the piece of art.

Areas for Improvement

While there has been significant progress, there are still areas for improvement. Better coordination between agencies, schools, and families can lead to more efficient use of resources and improved services for students. By reducing duplication of efforts and ensuring that all partners are working towards the same goals, IDVR can enhance the overall quality of Pre-ETS, while reducing overall costs of services.

Looking Ahead

IDVR is committed to continually enhancing Pre-ETS to provide better support for Idaho's students with disabilities. By focusing on effective collaboration, data-driven decision-making, and innovative practices, IDVR aims to ensure that every student can succeed in the workforce and beyond.

Conclusion

Pre-Employment Transition Services are a vital resource for students with disabilities, helping them build the skills and confidence they need to succeed in work and education. Through early engagement, strong partnerships, and a commitment to continuous improvement, IDVR is making a positive impact on the lives of Idaho's youth. By working together, we can help ensure that all students can achieve their full potential.

Students across the state were able to participate in weeklong programs through some of the higher education partners. These programs help students understand how to be a successful college student or gain insight into different careers through on campus participation in lectures, informational presentations on financial aid, communication and time management practices, as well as learn about accommodations on a college campus

Three of the Community Rehabilitation Providers facilitated paid work-based learning experiences for students around the state. The students who participated in this program received work readiness training prior to the work experience beginning and were provided additional work readiness as needed during the experience. This service allows those students who may require more support on a job to be successful as for many of them, this may be their first exposure to having a job.

I couldn't be happier with the services provided to me by my Counselor and Voc Rehab. It was a very positive experience. Thank you!

VR Customer Response to Customer Satisfaction Survey

Pre-ETS Expenditures in PY 2023

Counseling on Enrollment Opportunities	$32,437.83
Instruction in Self-Advocacy	$137,347.65
Job Exploration Counseling	$181,510.03
Maintenance	$526.29
Transportation	$1,183.55
Work Based Learning Experience	$1,658,978.38
Workplace Readiness Training	$2,067,068.92
Total	**$4,079,052.65**

It has been exciting to see the growth of the Pre-Employment Transition Services program. The team has a direct impact on student's understanding and transition from secondary education. This is a wonderful result of increased collaboration and coordination with the school districts across the state. We have seen more school and student involvement over the past year than we have ever seen before. I am looking forward to continuing to strengthen our partnerships and collaboration to provide needed services to the students of Idaho.

Lauren Noble, IDVR's Transition Manager

IDVR is able to support businesses across the state to build their talent pipeline by connecting with the next generation of employees. Students with disabilities gain invaluable work skills and experiences through the support of local employers by learning hands on about the world of work, whether through an informational interview, job shadow, or a short-term work experience which in turn supports the business to grow talent their way.

Pictured: IDVR Customer Shuey and Manager

Working with VR has been an invaluable program to our company as well as to the students. These students sometimes work out to be the best employees, they are reliable, pleasant to work with, and are eager to work.
Roberta Larson, Manager, Pizza Pie Cafe

"I enjoy working at Pizza Pie Café. I'm going to be able to work here part-time while attending CSI full-time."
Shuey, VR Customer

Though direct agreements between IDVR and 80 businesses across the state, 147 students have been able to participate in independent work-based learning experiences with only the natural support of the employers.

Jerek gets along well with everyone and is just a positive influence on the work environment overall.
Jake, General Manager at FatCats

Jerek was super excited to have the manager ask him to apply for a position after his work experience was completed. He now has worked there an entire year and loves his job."
Karla, Parent

"Through hands-on training and real-world rural work experiences, our students have transformed their lives, gaining not only essential skills but also the confidence to excel. Their positive success and gainful employment highlight the profound impact of having dedicated mentorships with local businesses, turning their dreams into reality and preparing them to thrive in a competitive workforce."
Kellsie Meade, VR Assistant

Thank you, to our Business community, for creating a culture of inclusion and support that assists students with disabilities to gain invaluable experiences!

Pictured: Amanda, VR Customer and Roberta, Manager

IDVR Customer, Amanda, completed a work-based learning experience as a student with Pizza Pie Café and is now employed there and is learning additional skills through an on-the-job training agreement with IDVR and states: "This is my first job, and I am enjoying it!"

It has been an absolute pleasure to work with Pizza Pie Café to provide work experiences for local students. Roberta is very supportive and has provided students with disabilities with the opportunity to learn and grow. So, whether they moved on to bigger and better things afterward or maybe were offered a position, it was always step forward.

Kent, VR Counselor

"Partnering with local employers to develop and provide work-based learning experience opportunities for the students I work with has been shown to be one of the strongest predictors of students' employment success following their completion of high school. I have seen that students who actively participate in these work experiences develop skills and behaviors that are essential to success in every workplace".

Lyle Bloxham, VR Counselor

IDVR Customer, Anthony, who is currently completing an on-the-job training program with Young Automotive to become an Automotive Technician states that: "Working with VR and Young Automotive was a better fit for my training because hands on learning is better for me and I'm learning a lot more by completing my apprenticeship program."

Pictured: Dan Alvey, Service Manager & Anthony, VR Customer

Work experiences for students in rural areas are particularly important to support students with disabilities to gain real life work experience, learn the value of a paycheck, and to grow their skills for future employment that they otherwise may not be able to gain.

Employers like Fat Cats in Rexburg, Pizza Pie Café in Twin Falls, and Young Automotive in Burley are all examples of businesses in rural Idaho that have hired students who completed a work experience at their site.

IDVR has expanded the summer work experiences to students in rural areas of the state by collaborating directly with local school districts. The local school districts then work collaboratively with businesses in their communities to secure work experience sites for students and then support to ensure the students are successful with their work experience is provided by the teacher's and paraprofessionals that the students know from the classroom which has led to positive outcomes for the students, school districts, and the business communities.

It was wonderful seeing real life work readiness training in action, where school staff were modeling and assisting the kids with inquiring about job openings, managing their hours, following up on job applications, receiving feedback, and making connections in the community with employers.
Mackenzy Starkey, Counselor

This service, especially in rural areas such as Idaho City, is extremely valuable to students as they are able to learn about opportunities within their local communities through their work experience, and the teachers are able to learn more about the local workforce and incorporate their new knowledge into their curriculum with their students.

Idaho City Schools
Basin School District #72

I really enjoy working in food prep because it is enjoyable work without a lot of pressure.
Jill Joslin, Idaho City Student & IDVR Customer

"We worked with three businesses this year and the goal for next year is to go to a different business each week. There is a great need for employees in our community, and partnering with IDVR for the summer work program has provided the business community the help that they needed."
Chelsey Campbell, SPED Teacher at Idaho City School District

In Idaho City I witnessed 'Teamwork makes the Dream work!' with IDVR working with the teachers and students, teachers collaborating with the community for job opportunities, and then the students being able to take advantage of those opportunities, gaining work experience, and even leading to employment.
Jill Simpson, Counselor Intern

Thank you, to our School Districts across the state for collaborating in your communities to make work experiences for your students a reality!

"In 2017 I learned about the Summer Work program provided by Vocational Rehabilitation. Although all of our employees are licensed cosmetologists or barbers, we were able to carve out a position that was beneficial both to the students going through the program as well as our business. Every year we have had a student spend 5-6 weeks working alongside our staff. The VR team working with the students do their best to match the students to the type of work environment where they will be working, and the results have varied considerably."

One year we had a student who wanted to be a makeup artist after graduation, so we encouraged her to spend any down time on the job talking to our licensed cosmetologists who all went through the program. I think she got a lot more out of her summer work experience working with Sport Clips. It also offered our stylists the opportunity to share their passion and experience with the future generation.

We have had a few students who did exceptionally well who we were able to hire to help through the end of summer. One student even came back to help during Thanksgiving and Christmas break.

"We have come up with a list of responsibilities and ranked them in order of priority and timeliness. The students usually train in our stores for only an hour before they start working. Every day we add a new task until they reach their potential and have enough work to fill their entire shift.

Our staff enjoys a break from some of the duties that the students are able to take on and allows them time to serve more clients. We have received very positive feedback from our clients who observe the students working alongside the barbers in our stores."

SportClips® HAIRCUTS

"I would like to say every student was a success story, but that would not be life. We have had students who got through the program and a few that switched to another job or quit entirely. Just like every employee is not a great fit for every job, the summer work program offers students the opportunity to learn new skills and try out a line of work without any strings. If it works out for the student and employer, great. There is always an option to hire the person or offer an extended position. If it doesn't fit the ideal job for the student, then hopefully they picked up some great skills to help them in their future job endeavors."

Diana Colgrove, Franchise Business Owner, Sports Clips, Hayden, Coeur d'Alene, and Post Falls

Thank you, to Sport Clips for collaborating in your communities to make work experiences for students with disabilities a reality!

IDVR is honored to spotlight Albertsons Companies as their featured business partner this year. Albertsons has been an outstanding partner to IDVR over the years and provides ongoing opportunities for IDVR customers to complete community-based work evaluations, complete short-term work experiences, and by providing part-time and full-time employment opportunities for VR customers.

Through Albertsons Company Inc. partnership with IDVR, the retailer has hired 82 IDVR customers to work at various Albertsons locations over the last 5 years, which has made Albertsons the top employer in Idaho for persons with disabilities working with the IDVR program during this timeframe.

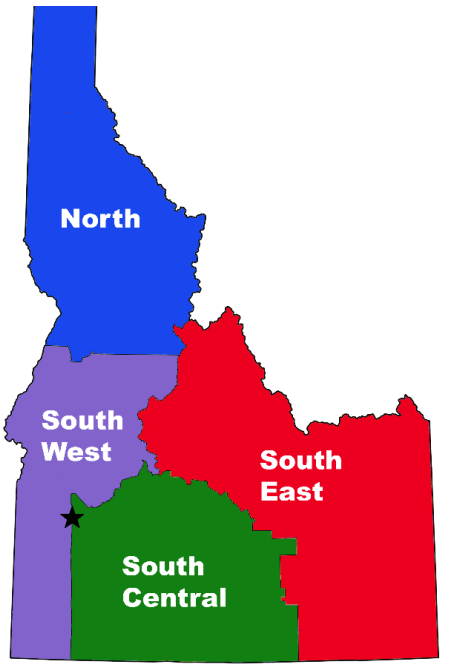
However, more lives have been touched by Albertsons commitment to their local communities as Albertsons locations across the state have also opened their doors to students with disabilities to complete work experiences, often giving these students with disabilities their first job.

"My work experiences have helped me develop a good work ethic, better understand what it means to have a job, to gain friendships, and learn how to listen to a supervisor. Now I have a job at Albertsons that I love while I finish high school."
Bryant, VR Customer

Bryant was able to build strong relationships during his work experience that made him someone we wanted to add to our team.
Patty, Supervisor at Albertsons

IDVR's Business Services team expanded in August 2023 to include Business Services Specialists positions located across the state to support businesses in reaching their business goals by providing individualized and customized supports and services to businesses in their local communities.

To learn more about how IDVR's Business Services Specialists can support your business needs, please reach out to the business services specialist in your local area.



Note from MiKayla Monaghan, IDVR's Business Relations Manager: It has been a pleasure over the last year to implement a new team and the role of Business Services Specialists for the agency. Witnessing the impact that the business specialists are able to make in their local communities and to see the growth of this program has been a pleasure. As a result of the expansion of the team, there has been an increase collaboration with our workforce partners, increase training and education available to businesses, and more impact across the state for businesses partnering with IDVR over the last year. I look forward to continuing to build out our business services program and supporting more businesses in the

Meet the IDVR Business Services Specialists

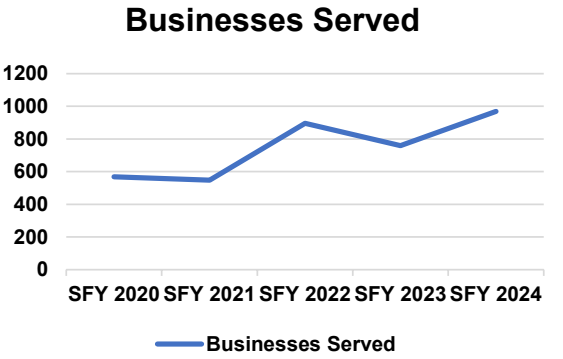
"I enjoy engaging with local businesses to understand their unique needs and helping them thrive by connecting them with resources. It's incredibly rewarding to see the positive impact on both employers and job seekers."
Dru Zolman, Customer Center North

"It is rewarding to be able to hear businesses' unique stories first-hand and to be able to play a pivotal role in meeting each of the businesses unique needs while also serving our jobseekers."
Tate Sanders, MBA, Customer Centers South West and South Central

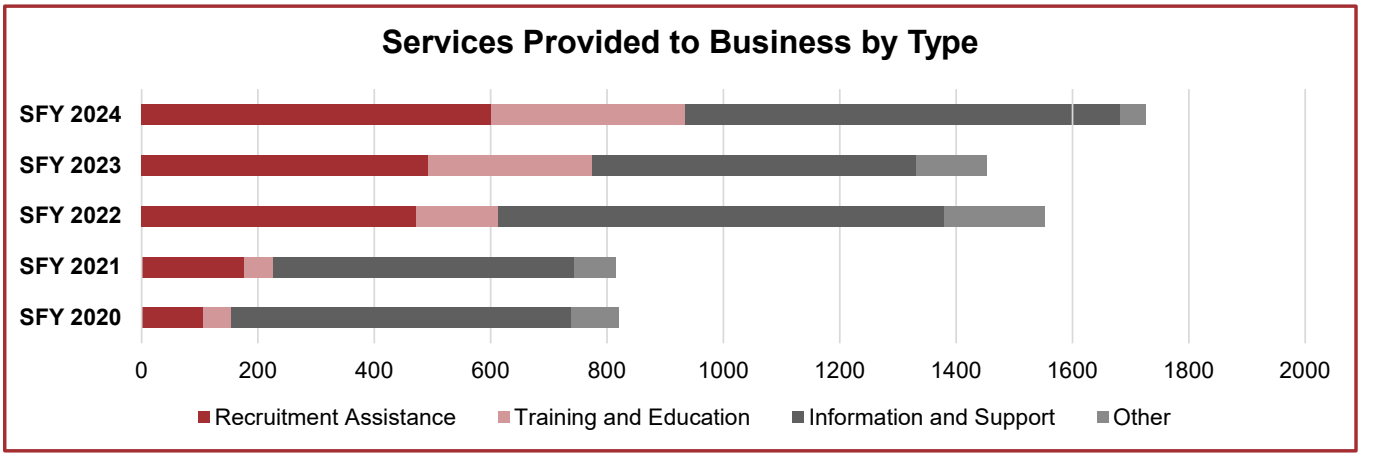
"I enjoy getting to know our local businesses and working with our workforce partners to help connect businesses with resources that help them grow and meet their changing needs."
Kirby Rider, Customer Centers South Central and South East

IDVR provides no-cost support and services to the business community to address the needs of businesses to include training, education, and the hiring and maintaining of qualified employees with disabilities.

Business Can Receive Support to Build Their Talent Pipeline by partnering with VR to connect with the next generation of employees by providing students opportunities to learn about the world of work.



969 Businesses Engaged with IDVR



Recruitment Assistance & Candidate Pre-Screening is provided to businesses as a service to assist them to tap into the talented VR job seeker pool who are seeking employment opportunities.

Training and Education is provided as a service to businesses to provide learning opportunities for their employees on disability etiquette and the Americans with Disabilities Act (ADA) to support employers in their goals to create inclusive workplaces.

Employee Training Support is a service that VR can partner with your business to support to assist in skill development of your employees for your positions through an on-the-job training agreement.

Information and Support Services are available to businesses to request assistance, to answer their questions, provide resources, and support them to maintain individuals with disabilities as part of their workforce.

To request services for your business, please select the link or scan the QR code and compete the request for services form.

A focus of the Business Services Specialist role is to provide current labor market information, hiring trends, and other helpful information about the workforce to the Counseling team to ensure they have current information to support their customers in reaching their employment goals.

It is a great feeling when I share information about employers in our community and then hear that our counselors have used this information to help prepare a customer for employment. I recently had a customer tell me, because of my help, they got a job that I helped connect them to!
Kirby Rider, Business Services Specialist

Pictured: Kirby Rider, Business Services Specialist and Amy Kaiser, VR Counselor

"In such a small community, my customers have struggled finding new opportunities Kirby, our Business Specialist, has worked hard to build relationships with businesses to open doors for my customers that they may not have otherwise had. Having a Business Service Specialist has really bridged a gap between VR and our customers and the, what used to be, elusive employers!"

Katelyn Collier, VR Counselor

Vocational Rehabilitation's Business Specialist, Kirby, connected our organization with Eric. We feel lucky to have Eric as a staff member. The monthly check-ins from Voc Rehab are also great; if we have any questions, we can connect with them during these check-ins.
Serene Hooper, Operation Manager of the Boys and Girls Club of Payette

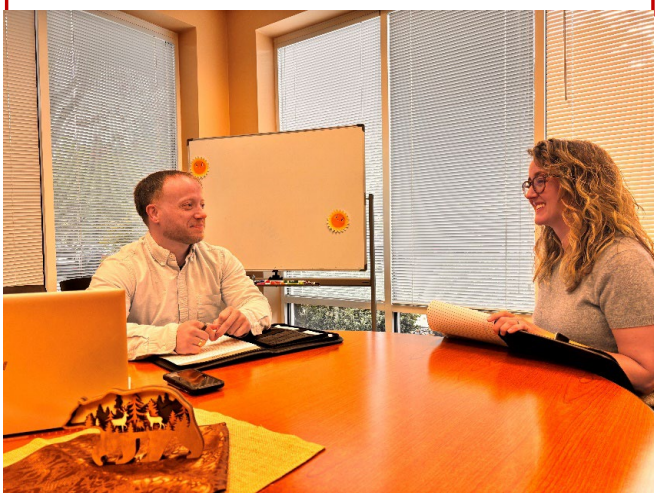
BOYS & GIRLS CLUBS
OF WESTERN TREASURE VALLEY

"If I wasn't working with Voc Rehab, I wouldn't have known about my job. They helped connect me to my employer and to prepare for the interview, they also check-in with me and my employer regularly, and they are helping me prepare for my future."

Eric, VR Customer

Kirby connected with those that were running the Boys and Girl's club apprenticeship program after I identified that I had a customer who might be a good fit for their program in the local area. I reached out to the customer and Kirby helped the customer update his resume and we were able to work collaboratively to assist Eric in applying for the position. After interviewing, Eric got the job and both the employer, and the customer are extremely happy in the situation! By working together, we were able to get the customer a position in the field that he wanted, and he is fulfilled in his employment.
Emily Flynn, VR Counselor

Kirby has been instrumental in building relationships in our community with area employers and his help has been extremely beneficial in my role as a VR counselor! Kirby passes information about hiring needs along to me, which allows me to refer appropriate customers and he has connected some of my customers with HR business contacts, which allowed their job applications to be reviewed and interviews scheduled.
Becca Freeburne, VR Counselor



Pictured: Tate Sanders, Business Services Specialist and Kara Whitehouse, VR

Collaboration with our counselors is an integral piece of the puzzle in producing quality outcomes for the students, jobseekers, and employers that we serve.

Tate Sanders, Business Services Specialist

"Collaboration is important because I know the student side, and Tate the business specialist has the knowledge of the businesses, and working together has allowed for greater success for both the students and the businesses. That collaboration with Tate has led to tours, informational interviews, work-based learning experiences for the students I support."
Jurene Willett, VR Counselor

Tate, the Business Services Specialist, in my area offers valuable insight in his knowledge of market trends and employer needs, which I have used as a VR Counselor to identify job opportunities and has helped with vocational goal identification and for creating individualized plan for employment with my customers. It is great to have a partner within the agency that builds employer connections and furthers the mission of IDVR in the community for the benefit of both our customers and the business community.
Kara Whitehouse, VR Counselor

As a result of internal collaboration between our teams, many customers have benefitted from knowledge shared internally between the business services and counseling teams that has led to opportunities for job shadows, work-based learning experiences, and permanent employment for VR customers since the implementation of the business services specialist position.

Training topics IDVR Business Specialists can provide education to your employees include:

- Disability Awareness & Etiquette
- ADA Basics
- ADA & Employment
- Reasonable Accommodations
- Service Animals
- Serving Customers with Disabilities
- Public Services & the ADA
- Public Accommodations
- Accessible Technology

The Reasonable Accommodations: What makes it 'Reasonable'? training provided by MiKayla at our annual work conference provided me with the ability to learn about what a reasonable accommodation is and what they aren't. It was the best and most informative training session of our conference that I attended this year!
Participant of an IDVR training on Reasonable Accommodations

IDVR has invested in ensuring that our new Business Services Specialists are able to provide customized and relevant training to business partners across the state by having the business services specialists become Windmills and ADA Training Leadership Network Certified trainers. This was done to assure that businesses can access training in their local communities that meet the needs of the businesses to create and maintain inclusive and supportive workplaces for persons with disabilities.

Vocational Rehabilitation has helped me feel confident enough to facilitate training for our business community on topics relevant to their business operations. These trainings help raise awareness of People with Disabilities and break down barriers and stigmas this community often faces. I love it when an attendee shares that they learned something new or that the training we provide has changed their viewpoints.
Kirby Rider, Business Services Specialist

If you would like to request training for your business, please visit the included link or scan the QR code to complete the training request form. One of the Business Specialist team members will reach out to you to discuss your training request.

The Business Training Series offered the following sessions:

- March 2024: Disability Language & Etiquette
- April 2024: Reasonable Accommodations 101
- June 2024: Debunking Disability
- August 2024: Service Animal & Mental Health Etiquette
- October 2024: Disability Employment Fact or Fiction

"ICBVI is proud to partner with IDVR to host the DREAM training series. Through these collaborative efforts, ICBVI and IDVR are reaching businesses within our community to provide education and opportunities. Through community partnerships, we build stronger communities, an inclusive workforce, and better opportunities for persons with disabilities to live independent and meaningful lives."
Earl Hoover, ICBVI

I learned so much new information and really appreciated the interactive format of the training.
DREAM Session Attendee

IDVR with their partners at the Idaho Commission for the Blind and Visually Impaired introduced a new service for businesses this year, with the 2024 D.R.E.A.M. Business Training Series. This training series offers a free virtual training opportunity to businesses and community members to increase their understanding of disability etiquette and other disability related topics.

Understanding different abilities leads to a better solution for all! The Dream series helped me gain more insight into providing the right accommodations for the candidates and employees.
Manju, Recruiter, City of Boise

When I received the announcement for this series, I sent it out to my team. The interest was phenomenal! I had numerous people tell me they were attending or were having their employees attend. In total, 28 members of our team attended. Afterwards, I was able to lead a brief discussion for the team regarding the content taught during the session and how the information could be applied to our work. It was very beneficial experience for all!
DREAM Session Attendee

If you are interested in attending a virtual training offered by IDVR, please check out the website to register for an upcoming training.

IDVR provides opportunities for businesses to share about their mission, culture, positions, and processes by hosting both regional and statewide Virtual Business Spotlight sessions as well as coordinating business tours where IDVR invites workforce partners from the Department of Labor, Equus, Community Colleges, and more to participate in supporting businesses while exchanging information about their needs and to learn about the services each partner can bring to the table to support the business in reaching its goals.

Idaho's workforce partnerships are made stronger through the efforts of IDVR to spotlight employers and coordinate business tours. By understanding business needs, we all can provide more meaningful support to Idaho employers.
Megan Beyer, Idaho Department of Labor Manager, Twin Falls

"I have seen people's lives changed through the On-the-job Training Program offered by Vocational Rehabilitation. It is a truly inspired program that gives people the tools to develop their talents and passions; applied towards a career path that provides meaningful work opportunities."
Jeremy Moore, CEO, One Love Agency

IDVR works with other workforce programs to serve businesses collaboratively by providing opportunities for businesses to share about their needs not only with IDVR, but with other workforce programs at the same time.

Streamlining communication and working cohesively as one, we can provide businesses with multiple avenues to build robust talent pipelines. Our collaborative problem-solving and knowledge-sharing with combined tours and business spotlights enable us to offer employers comprehensive resources immediately. This unified approach ensures that we meet the unique needs of Idaho's businesses effectively and efficiently.
Dru Zolman, Business Services Specialist

"Exploring businesses through tours provides invaluable insights into their operations and understand first-hand about their positions and expectations and to better understand their business. This empowers our agency and our workforce partners to connect their business with quality job seeker referrals, and to provide other services to meet their needs."
Kirby Rider, Business Services Specialist

Success Stories featured in this years Combined Annual Report:

Pre-ETS/Business Success Story

- Idaho City School District Summer Work Experience – Idaho City, Idaho

Business Success Story

- Albertsons – Rexburg, Idaho
- Burley Young GMC – Burley, Idaho
- Sports Clips – Post Falls, Idaho

Traditional VR Cases

- JP – Rock Creek Fire Department – Kimberly, Idaho
- Marli – Flying Pie – Nampa, Idaho

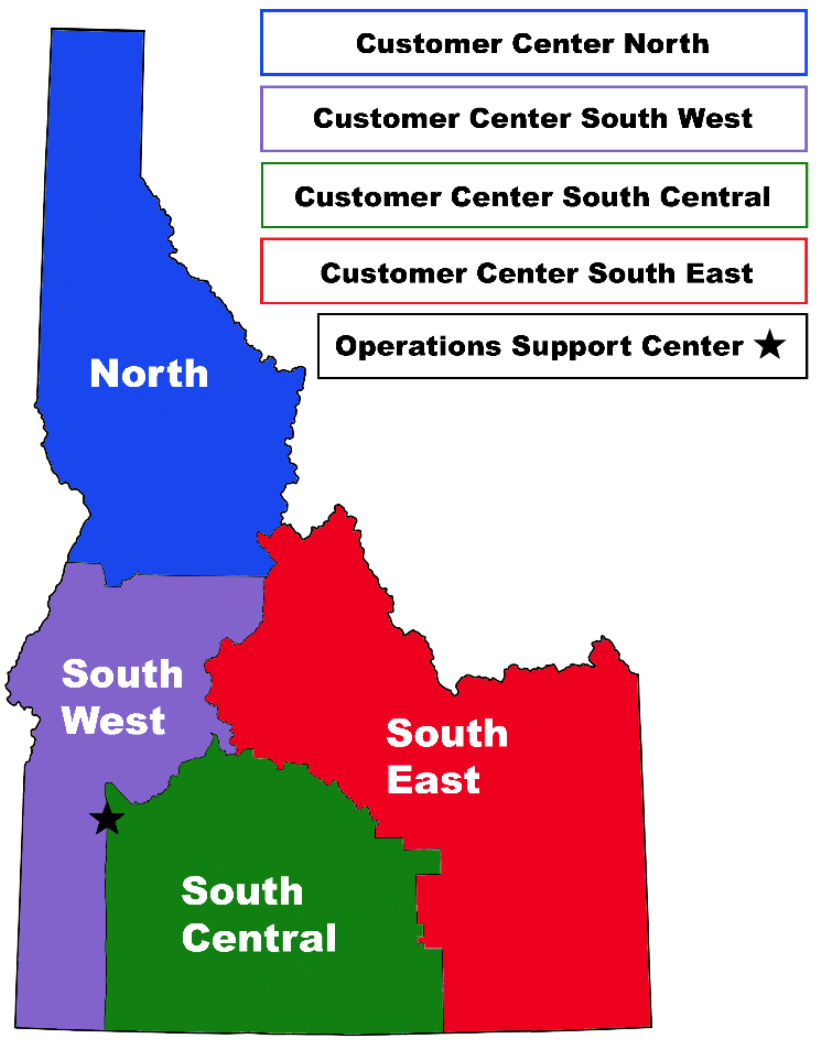
Traditional/Veteran VR Case

- Charlie – Self-Employed Business Owner & Operator – Lewiston, Idaho

Pre-ETS VR Cases

- Amanda & Shui – Pizza Pied Café – Twin Falls, Idaho
- Bryant & Jerek – Albertsons & Fatcats – Rexburg, Idaho

To view additional Success Stories, visit the VR Success Story webpage. Select the link or scan the QR code.



Visit the contacts page on the website or scan the QR code for more information.

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SUBJECT

OSBE College and Career Access Team Annual Report

REFERENCE

December 2024 First report.

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND/DISCUSSION

The Office of the State Board of Education maintains a division focused on carrying out Board initiatives related to college and career access.

This team oversees the implementation of the Next Steps Program, Apply Idaho, and manages several scholarships, including the Opportunity Scholarship.

The Board's K-20 strategic plan includes an Educational Access goal. Objective B under this goal is "Student Engagement – increase high-school student engagement in exploring postsecondary opportunities." Measures under this objective include increasing the percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA) and increasing the percent of Idaho public high school seniors who submit at least one application through Apply Idaho.

As these were both new measures in the Board's strategic plan in fiscal year 2025, benchmarks must be established in February of 2025 for achievement in fiscal year 2026.

Sara Scudder, Chief Officer of College and Career Access presented to the PPGA committee on December 4, 2024. The slides for that presentation are included here for your information.

ATTACHMENTS

Attachment 1 – College and Career Access presentation December 2025

BOARD ACTION

This item is for informational purposes only.

College & Career Access Team

Idaho State Board of Education

College & Career Access Team

Office of the Idaho State Board of Education

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Agenda

- Board Mission and Strategic Plan
  - Goal 2 Objective B: Student Engagement
    - FASFA
    - Apply Idaho
- Board Policy IIIQ: Direct Admissions
  - Idaho Campus Choice
- Other Education Initiatives
  - Next Steps Idaho
  - Counselor Suite Idaho

Board Mission and Strategic Plan

GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.

HS	R/A

Performance Measures:

I. **Percent of high school graduates who were funded for or more advanced opportunities.**
Benchmark: 90% or more

Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.

HS	R/A

Performance Measures:

I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more

II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**
Benchmark: New Measure

FAFSA

Free Application for Federal Student Aid

FAFSA by the Numbers

Goal: 60%
Average: 47%

Year	Cohort Size	Applicants	%
2023-24*	**23,178**	**10,405**	**45%**
2022-23	23,490	9,891	42%
2021-22	22,632	8,701	38%
2020-21	24,765	11,086	45%
2019-20	24,093	11,880	49%
2018-19	23,841	12,214	51%
2017-18	23,284	12,375	53%
2016-17	22,824	12,031	53%
2015-16	22,462	10,788	48%

Definition: Cohort includes public & charter students grade 12. 2021-22 through 2023-24 based on one-to-one match of EDUID in Counselor Suite Idaho. Prior years based on PMAP matching to FSA estimator.

*Launch of Better FAFSA

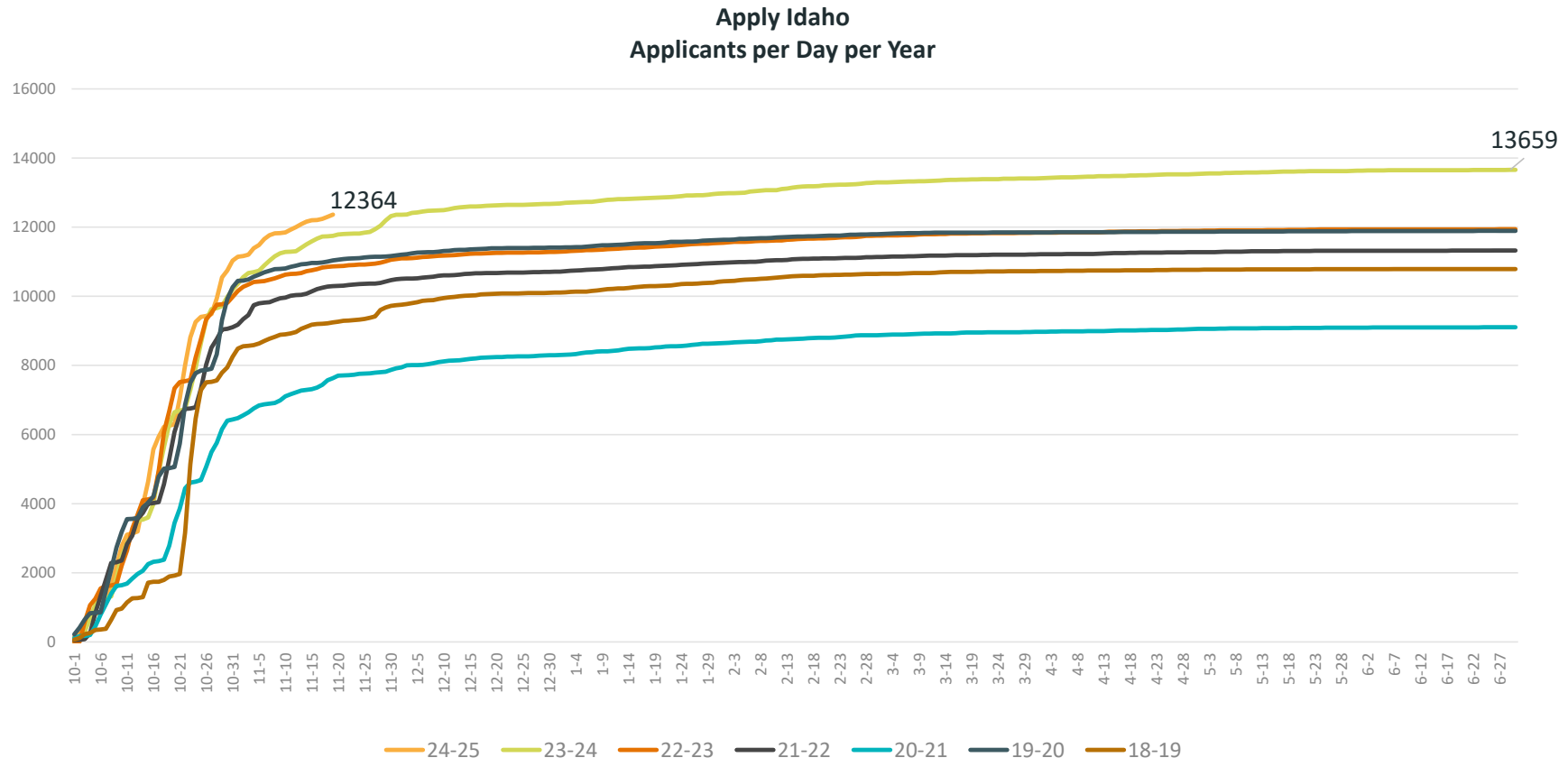
ECMC Grant – $203,000

May 6, 2024 - Sept. 30, 2024

- Email & Social Media Campaign focused on students in Class of 2024 without a completed FAFSA as of Jun 1
- Social Media Campaign Jun 7 – Aug 1
- Press Release about Office Hours
- Held 38 in-person FAFSA office hours across Idaho & 3 counselor trainings
- Awarded 71 FAFSA Schools of Excellence $500
- Awarded 60 FAFSA Schools of Excellence Counselors $1200
- Hosted awards ceremony for Top 50 FAFSA Schools of Excellence at Waypoint Conference

Apply Idaho

Apply Idaho is a free, common application platform for up to 10 in-state colleges. Open October through June, this application is ONLY available to current-year Idaho high school seniors.


Apply Idaho
Applicants per Day per Year
16000
14000
12000
10000
8000
6000
4000
2000
0
12364
13659
10-1
10-6
10-11
10-16
10-21
10-26
10-31
11-5
11-10
11-15
11-20
11-25
11-30
12-5
12-10
12-15
12-20
12-25
12-30
1-4
1-9
1-14
1-19
1-24
1-29
2-3
2-8
2-13
2-18
2-23
2-28
3-4
3-9
3-14
3-19
3-24
3-29
4-3
4-8
4-13
4-18
4-23
4-28
5-3
5-8
5-13
5-18
5-23
5-28
6-2
6-7
6-12
6-17
6-22
6-27
24-25
23-24
22-23
21-22
20-21
19-20
18-19

Apply Idaho by the Numbers

Goal: TBD
Average: 49%

Year	Cohort	Applicants	%
2024-25	24,627	12,364*	50.2%*
2023-24	23,178	13,659	58.9%
2022-23	23,490	11,940	50.8%
2021-22	22,632	11,325	50.0%
2020-21	24,765	9,105^	36.8%
2019-20	24,093	11,893	49.4%
2018-19	23,841	10,788	45.3%

Definition: Cohort includes public, charter & select private school students grade 12

*through 11/19/24
^ Covid Year

Board Policy III.Q: Direct Admissions

Verified Achievement	Institution Admission	
ISAT Math ≥ 3 and ELA/Literacy ≥ 3 OR Unweighted GPA = 3.0	8	Boise State University & University of Idaho + Lewis-Clark State College &Idaho State University + College of Eastern Idaho, College of Southern Idaho, College of Western Idaho & North Idaho College
Unweighted GPA between 2.25 and 2.99	6	Lewis-Clark State College & Idaho State University + College of Eastern Idaho, College of Southern Idaho, College of Western Idaho & North Idaho College
Unweighted GPA <2.25	4	College of Eastern Idaho, College of Southern Idaho, College of Western Idaho & North Idaho College

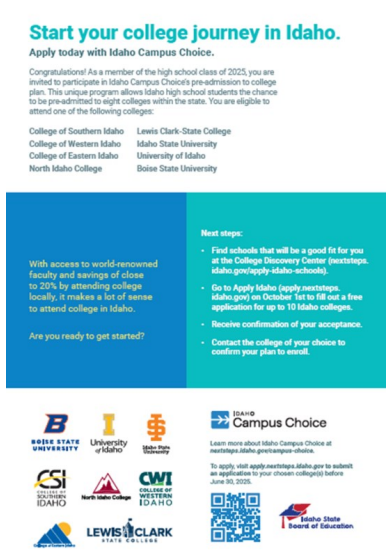
Direct Admission Status

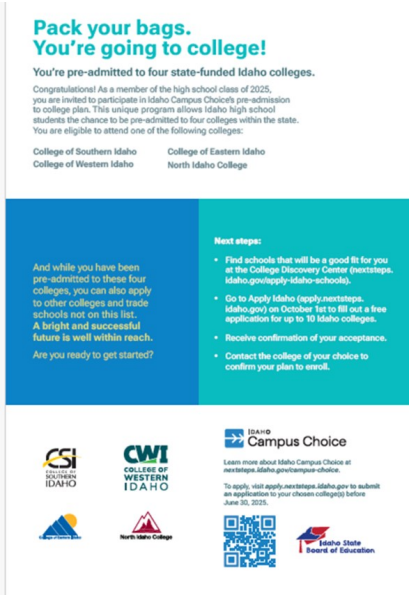
Year	Group of 8	Group of 6	Group of 4	% of Group 8	Letter Requirement
2015-16	10,496	10,078		51.0%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) No Test Requirement
2016-17	11,919	9,628		55.3%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) No Test Requirement
2017-18	11,677	11,130		51.2%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required)
2018-19	11,684	10,111		53.6%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required)
2019-20	12,036	11,105		52.0%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required)
2020-21	13,964	9,042		60.7%	8 = GPA >= 2.8 No Test Requirement
2021-22	15,578	7,474		67.6%	8 = GPA >= 2.6 No Test Requirement
2022-23	16,324	7,726		67.9%	8 = GPA >= 2.6 No Test Requirement
2023-24	15,874	8,022		66.4%	8 = GPA >= 2.6 No Test Requirement
2024-25	14,231	5,359	5,421	56.9%	8 = (GPA >= 3.0 or (2) ISAT >= 3) 6= (3.0 > GPA >= 2.25)

Idaho Campus Choice

All Idaho high school seniors are notified in the fall that upon graduation they're guaranteed acceptance to specific state-funded colleges in Idaho.

2024





Communication/Outreach

Student

Senior Year Letter

Senior Year Postcard

Next Steps Idaho webpage

Junior Year Video

Senior Year Video

TBD: Eighth &/or Junior Year Letter

Parents/Caregivers

Ad Campaign

TBD: Eighth &/or Junior Year Letter

High School Staff

Counselor Day Presentation

ED Forums

Waypoint Conference

Junior Year Video

Senior Year Video

Institution Staff

Provost meetings

Admission team meetings

Stakeholders

Press release

Scholarship Idaho

Scholarship Idaho is the common application for state-managed scholarships and grant programs: Idaho Opportunity Scholarship, Idaho LAUNCH Grant, GEAR Up, Tschudy Scholarship & Idaho Governor's Cup Scholarships.

Idaho Opportunity Scholarship

New Applicants

Year	Applicants
2025-26	2,111*
2024-25	6,046**
2023-24	3,495

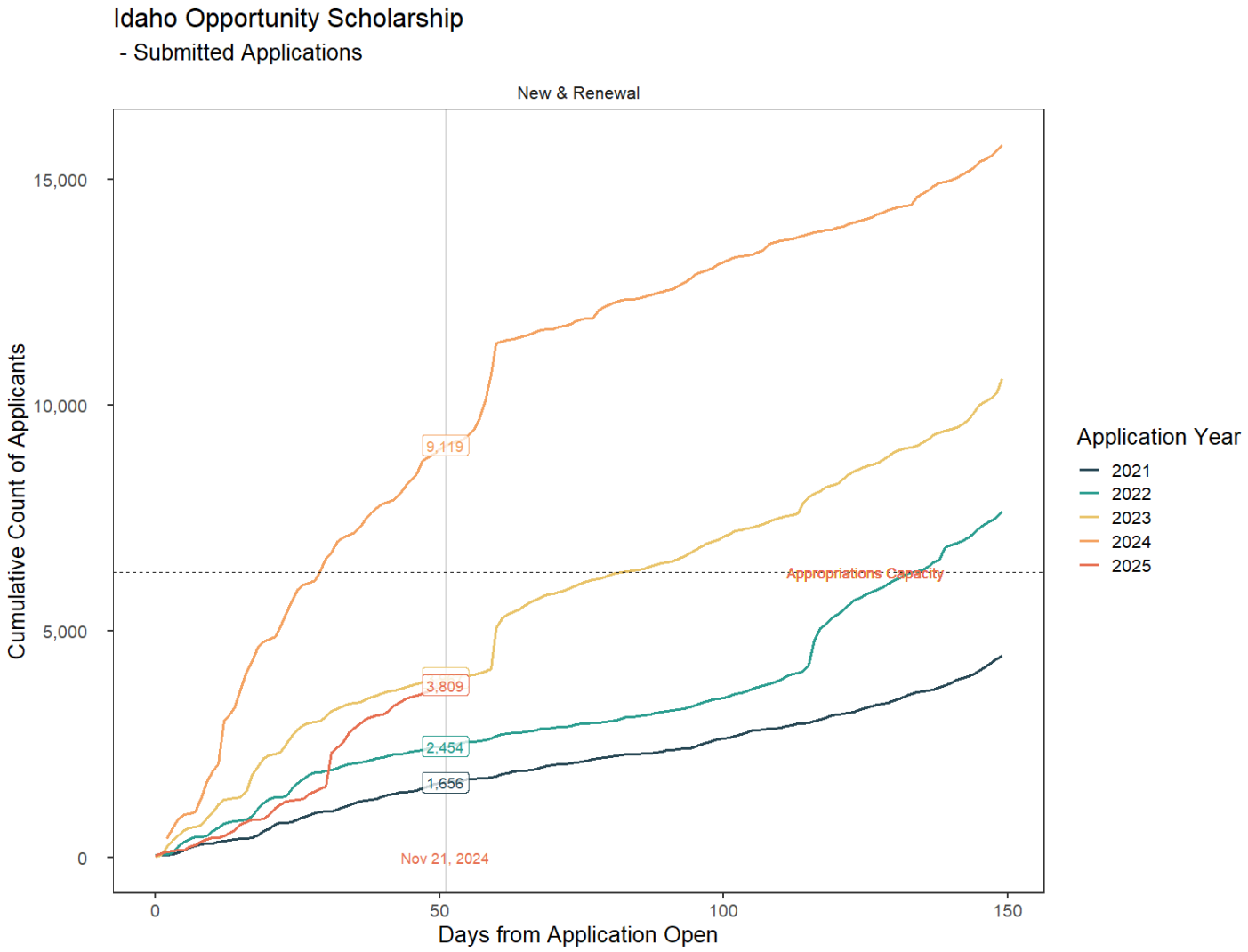
Renewal Applicants

Year	Applicants
2025-26	1,845
2024-25	3,195
2023-24	510

*Applicants can only be awarded either Idaho Opportunity Scholarship or Idaho LAUNCH grant

**Applicants were able to be awarded both Idaho Opportunity Scholarship or Idaho LAUNCH grant

Data as of 11/25


Idaho Opportunity Scholarship
- Submitted Applications
New & Renewal
Cumulative Count of Applicants
15,000
10,000
5,000
0
9,119
3,809
2,454
1,656
Appropriations Capacity
Nov 21, 2024
0
50
100
150
Days from Application Open
Application Year
2021
2022
2023
2024
2025

Next Steps Idaho

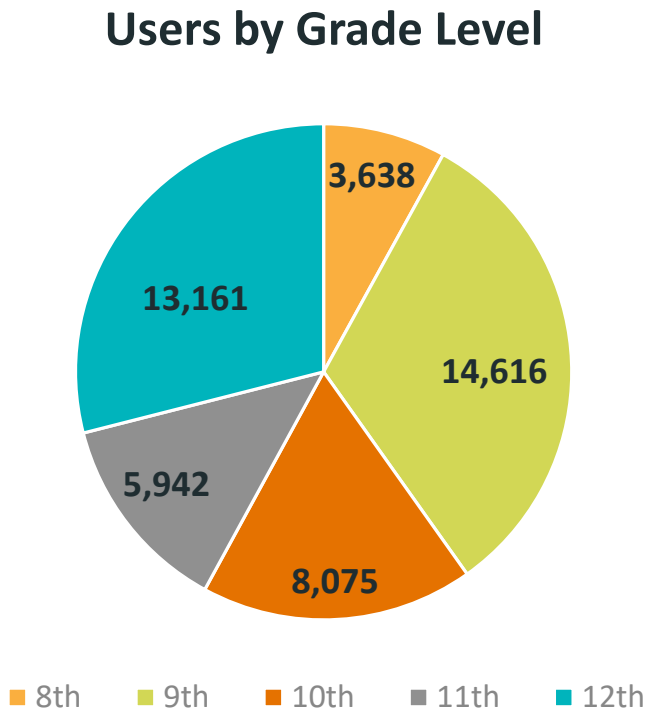
Next Steps Idaho is designed to help Idahoans understand and pursue the many education and career opportunities available to them in Idaho.

Site Metrics

	2020-2021	2021-2022	2022-2023	2023-2024
	FY21	FY22	FY23	FY24
Visitors				
Total visitors Jul 1- Jun 30	21,334	35,490	156,659	783,857
New Visitors	21,081	34,869	155,439	777,230
Returning Visitors	4,900	10,000	8,300	105,000
Sessions				
Total Sessions	-	58,639	106,733	1,250,682
Portfolios Created	-	6,066	11,112	35,481
Page Views	210,025	395,826	434,160	5,561,065
View per user	-	-	2.77	7.09
Ave. Session Duration	-	5m 55s	1m 06s	3m 12s

Portfolios

Schools on Next Steps Idaho	
Public	274
Private	35
Charter	67
Online	17
Alternative	36



Top 5 Visited Pages*

Webpage Title	Views	Active Users
LAUNCH	45,814	3,638
Browse Careers	26,418	14,616
Plan Smart	7,459	5,942
Apply Idaho	7,065	13,161
ENTIRE WEBSITE	**345,704**	**79,829**

*last 30 days

Counselor Suite Idaho

Counselor Suite Idaho provides high school counselors and other school staff with a clear snapshot of their grade 12 students' college readiness preparation.

Available Data

BETTER FAFSA® BETTER FUTURE

Opens: Dec 1, 2024

Data Avbl.: ~Dec 1, 2024

Updated: Daily thru June 30

Apply IDAHO

Opens: Oct 1, 2024

Data Avbl.: ~Oct 21, 2024

Updated: Daily thru June 30

Scholarship IDAHO

Opens: Oct 1, 2024

Data Avbl.: ~Oct 21, 2024

Updated: Daily thru June 30

Users

User Role	Number of Users
Counselor Suite Idaho – GEAR UP Program Team	3
Counselor Suite Idaho – Private School Counselor	9
Counselor Suite Idaho – Public School Counselor	509
Counselor Suite Idaho – TRIO Coordinator	57

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Advanced Opportunities Annual Report

REFERENCE

December 18, 2024	Advanced Opportunities Annual Totals FY 24 Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4602, Idaho Code
IDAPA 08.02.03 – Section 106, Advanced Opportunities
Board Policy III.Y.

BACKGROUND/DISCUSSION

Section 33-4603, Idaho Code establishes the Advanced Opportunities program which provides K-12 students access to funding for dual credits, post-secondary credit-bearing examinations, and career technical education certificate examinations. Statute grants the Board rulemaking authority and establishes that the Idaho Department and the State Board of Education shall administer the program.

The Idaho Department of Education is responsible for preparing an annual report for the House and Senate Education committees, and for providing the Board an update on the status of the program.

The report outlines the various uses of the program including college credit, high school overload and workforce training courses as well as various approved exams. The report also includes usage of the Early Graduation Scholarship.

IMPACT

Every public high school in the state of Idaho is required to provide Advanced Opportunities.

ATTACHMENTS

Attachment 1 – Advanced Opportunities Annual Totals Fiscal Year 2024 Report

BOARD ACTION

This item is for informational purposes only.

ADVANCED OPPORTUNITIES

Annual Totals FY 2024

IDAHO DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT & SAFETY COORDINATION | ADVANCED OPPORTUNITIES

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

CREATED 10/07/2024

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Dual Credit Expenditure and Use 8

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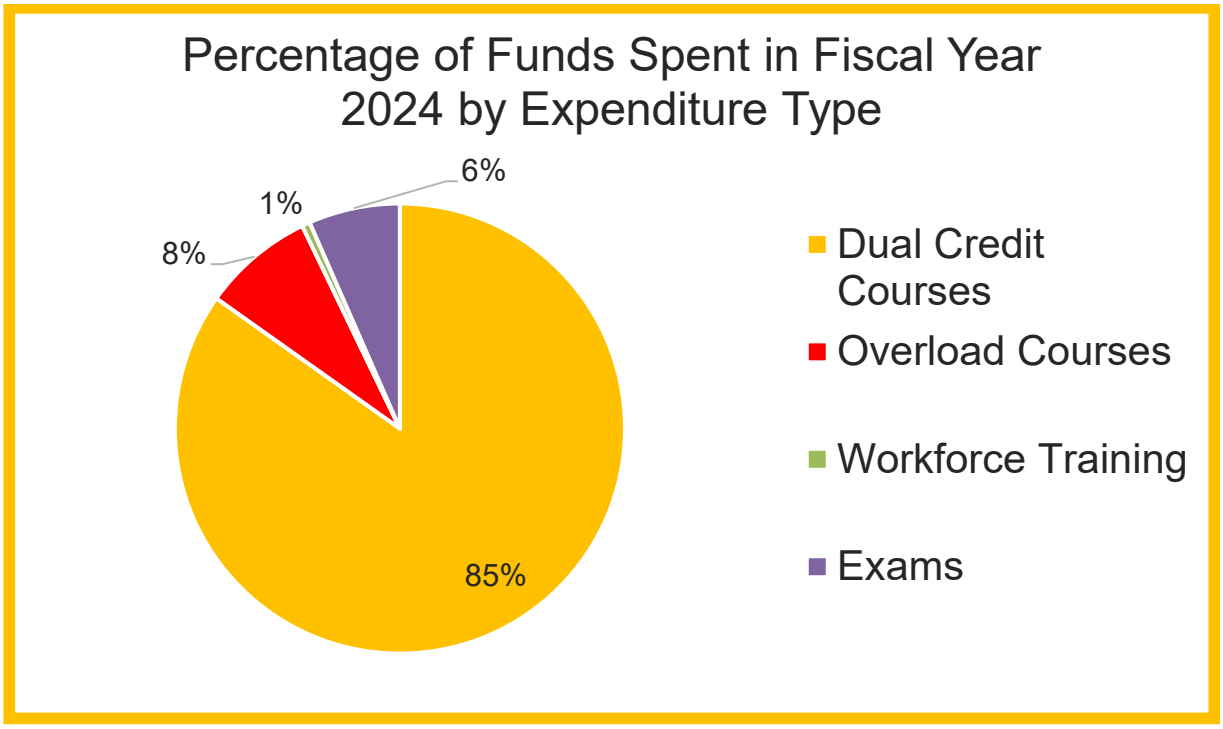
ABOUT THE REPORT

Advanced Opportunities provided each Idaho public school student in grades 7-12 access to $4,125 for school year 2023-2024. This report provides funding made within the fiscal year (July 1, 2023-June 30, 2024) which include the school year terms of summer 2023, fall 2023 and spring 2024. This report associates the funding for various exams, courses and scholarships to various providers, Idaho public schools and student populations.

FY 2024 ADVANCED OPPORTUNITIES TOTALS

Overall Program Totals

Payment Totals	**$28,934,703.32**
Students Served	**44,955**



STUDENT USAGE

Gender Use

Gender	Number of Students	Percent Participating	Statewide Comparable Percent
Female	24,728	55.01%	48.98%
Male	20,203	44.94%	51.02%
Unknown	24	.05%	

Grade Use

Grade	No. of Students Using A.O.	Total Student Population	Participation Percentage	No. of Students Reported as Homeschool	Total Amount Spent	Average Amount Spent per Student
7	309	24,618	1.26%	<10	$31,420.00	$101.68
8	1,038	24,901	4.17%	<10	$132,400.00	$127.55
9	5,905	25,496	23.16%	38	$1,647,350.44	$278.98
10	11,035	25,849	42.69%	50	$5,096,382.31	$461.84
11	14,600	24,902	58.63%	143	$10,046,979.43	$688.15
12	13,629	23,598	57.75%	139	$8,529,949.14	$625.87

Ethnicity Use

Race	Number of Students	Percent Participating	Statewide Comparable Percent
American Indian	302	.67%	1.01%
Asian	682	1.52%	1.09%
Black or African American	354	.79%	1.19%
Hispanic	7,130	15.86%	19.55%
Native Hawaiian/Pacific Islander	115	.26%	.31%
White	34,958	77.76%	73.63%
Multiple	1,414	3.15%	3.21%

Special Populations Use

Demographics	Number of Students	Percent Participating	Statewide Comparable Percent
Private/Homeschool	362	.81%	Unknown
Free/Reduced Lunch	8,431	18.75%	Unknown
Special Education	1,291	2.87%	10.98%
504	2,879	6.40%	6.52%
At Risk	1,584	3.52%	8.82%
English Learners	893	1.99%	4.87%
Gifted	3,524	7.84%	4.95%
Homeless	404	.90%	1.58%

Examinations

Students Served	12,733

Exam Expenditure and Use

	Amount Paid	Number of Exam Funding Requests Paid
Exam Total	$1,841,878.39	21,035
Advanced Placement (AP)	$1,243,177.72	12,991
International Baccalaureate (IB)	$67,253	566
Professional Certification Exams (CTE)	$456,790.37	6,135
College Level Examination Program (CLEP)	$34,308	369
College Entrance Exams	$35,230.02	974
Proctoring Fees	$5,119.28	173*

*Number of exam funding requests with a proctoring fee.

Funding Request by Exam Type

Exam Name	Local Education Agency's with Funding Requests in SY23-24
Advanced Placement (AP)	42
International Baccalaureate (IB)	3

Overload Courses

Students Served	**13,011**

Overload Expenditure and Use

	Amount Paid	Number of Overload Funding Requests Paid
Overload Total	$2,251,141	19,681
Idaho Digital Learning Alliance	$843,840	11,326
School District	$1,399,581	8,317
Brigham Young University-Independent Study	$2,645	15
Other*	$5,075	23

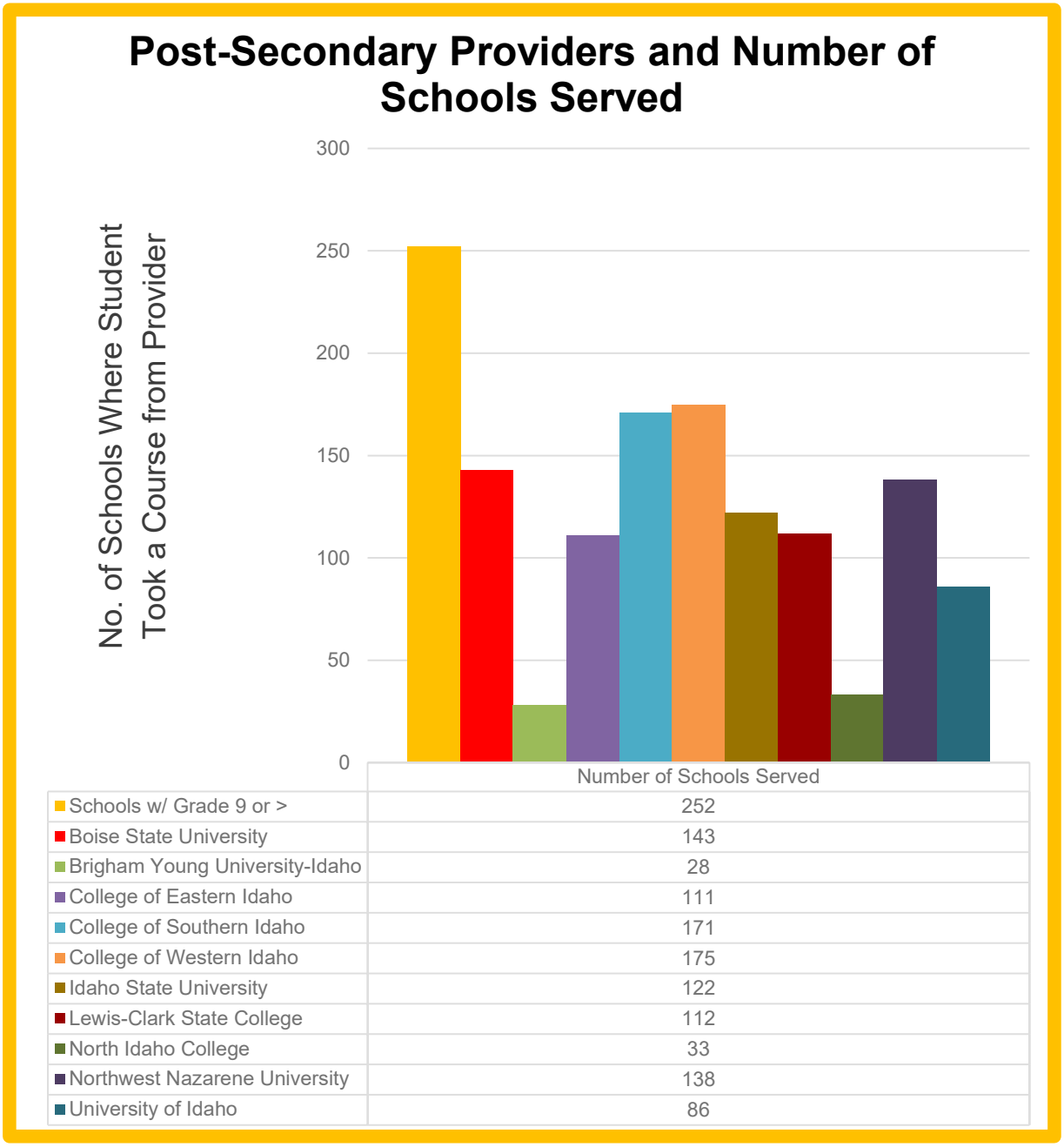
*Other includes students taking courses from an “other” school district.

Dual Credit Courses

Students Served	33,643

Dual Credit Expenditure and Use

	Amount Paid	Number of Dual Credit Funding Requests Paid	Total Number of Credits
Dual Credit Total	$23,779,285.93	93,022	288,918
Dual Credit Tuition Only	$21,228,785.93		
Out-of-district Tuition Only	$2,550,500		
Boise State University	$2,603,345.25	11,137	35,016
College of Eastern Idaho	$734,205.00	3,322	9,912
College of Southern Idaho	$4,914,567.26	21,746	66,236
College of Western Idaho	$5,494,961.50	22,818	73,682
Idaho State University	$1,869,860.50	8,239	27,287
Lewis-Clark State College	$625,526.00	2,694	8,417
North Idaho College	$1,130,042.00	5,936	15,868
University of Idaho	$1,081,218.00	5,026	14,429
Brigham Young University-Idaho	$29,543.42	317	848
Northwest Nazarene University	$2,596,736.00	11,043	35,076
Treasure Valley Community College	$98,625.00	352	1,316
Other	$50,156.00	210	670



	Number of Schools Served
Schools w/ Grade 9 or >	252
Boise State University	143
Brigham Young University-Idaho	28
College of Eastern Idaho	111
College of Southern Idaho	171
College of Western Idaho	175
Idaho State University	122
Lewis-Clark State College	112
North Idaho College	33
Northwest Nazarene University	138
University of Idaho	86

*Students who have taken at least one course from the noted provider is counted in the total number of public schools served. This may include courses taken online, in the high school or at the college campus. Public school includes any school with grade 9 or higher.

Top Five Most Requested Courses Paid by AO per Institution

College	Course Name	All GEM Courses
Boise State University	FINAN 208 Personal Finance** SPAN 101 Elementary Spanish I SPAN 102 Elementary Spanish II ENGL 101 Writing and Rhetoric I ACAD 101 Academic Success Topics*	
Brigham Young University-Idaho	ENG 150 Writing and Reasoning Foundations MATH 108X Math for the Real World POLSC 110 American Government CHILD 210 Child Development** ENG 106 Basic Writing**	
College of Eastern Idaho	COMM 101 Fundamentals of Oral Communication HIST 111 United States History I ENGL 101 Writing & Rhetoric I CRJ 103 Intro to Law & Justice ENGL 102 Writing & Rhetoric II	X
College of Southern Idaho	WELL 255 Wellness Through Healthy Living ALLH 100 Introduction to Allied Health ENGL 101 Writing and Rhetoric I POLS 101 American National Government ENGL 102 Writing and Rhetoric II	X
College of Western Idaho	COMM 101 Fund of Oral Communication HIST 112 United States History II HIST 111 United States History I MATH 143 College Algebra ENGL 101 Writing and Rhetoric I	X
Idaho State University	ENGL 1101 Writing and Rhetoric I POLS 1101 American Government	

Top Five Most Requested Courses Paid by AO per Institution

College	Course Name	All GEM Courses
	ENGL 1175 Literature and Ideas FIN 1115 Personal Finance** HIST 1112 United States History II	
Lewis-Clark State College	ENGL 101 Writing and Rhetoric I ENGL 102 Writing and Rhetoric II AHLTH 130 Introduction to Allied Health** COMM 204 Public Speaking PSYC 101 Introduction to General Psychology	
North Idaho College	COMM 101 Foundations of Oral Communication ENGL 101 Writing and Rhetoric I HIST 111 United States History I HIST 112 United States History II POLS 101 American National Gov	X
Northwest Nazarene University	MATH 1300 College Algebra COMM 1210 Intro to Public Speaking CHEM 1040/1040L Forensic Chemistry + Lab* ENGL 1040 Intro to Academic Writing MATH 1400 Trigonometry	
University of Idaho	ENGL 101 Writing and Rhetoric I ENGL 175 Literature and Ideas MATH 143 College Algebra SPAN 201 Intermediate Spanish I ENGL 102 Writing and Rhetoric II	X

*Course not identified as a GEM course, but may transfer as a GEM depending on program/institution.
**Course is not likely to transfer as a GEM.

Workforce Training Courses

Students Served	355

	Amount Paid	Number of Workforce Training Funding Requests Paid
Workforce Training Total	$162,676	473
College of Eastern Idaho	$12,418	54
College of Southern Idaho	$39,749	125
College of Western Idaho	$17,579	38
Idaho State University	$60,480	191
Lewis-Clark State College	$9,450	19
North Idaho College	$23,000	46

Early Graduation Scholarship

Early Graduation Scholarship	Eligible Students	Students Awarded Scholarship
Students	431	85

Early Graduation Scholarship	Amount Paid
Post-secondary Scholarships	$134,898
School District Awards	$764,726

Use By Amount

Number of Students in FY24 Who Exhausted Funds	789

Student Amount Expended	Total Number of Students
$4,125	3,049
> $3,500	2,572
> $3,000	3,179
> $2,500	5,075
> $2,000	8,853
> $1,500	13,958
> $1,000	20,704
> $500	35,227
> $0	67,295
Total Number of Students Who Have Used Advanced Opportunities	159,912

**Student numbers are a total of all students from July 1, 2016 to June 30, 2024.*

DISTRICT INFORMATION

ID	L.E.A. Name	FY24 AO Payments	No. of Student Participation	Total Student Population	Participation Percentage	Participation Rank	Average Expenditure per Student	Expenditure Rank
58	ABERDEEN DISTRICT	$40,330.00	89	317	28.08%	82	$453.15	86
560	ALTURAS PREPARATORY ACADEMY, INC	$42,225.00	69	313	22.04%	109	$611.96	41
381	AMERICAN FALLS JOINT DISTRICT	$86,935.00	246	701	35.09%	53	$353.39	116
482	AMERICAN HERITAGE CHARTER DISTRICT	$18,246.00	46	160	28.75%	78	$396.65	102
72	BASIN SCHOOL DISTRICT	$19,345.00	39	146	26.71%	91	$496.03	67
33	BEAR LAKE COUNTY DISTRICT	$129,225.00	272	636	42.77%	21	$475.09	77
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	$975.00	15	58	25.86%	93	$65.00	159
55	BLACKFOOT DISTRICT	$275,430.00	526	1,958	26.86%	88	$523.63	61
61	BLAINE COUNTY DISTRICT	$248,302.00	565	1,594	35.45%	50	$439.47	92
234	BLISS JOINT DISTRICT	$2,250.00	11	47	23.40%	103	$204.55	140
1	BOISE INDEPENDENT DISTRICT	$1,783,030.00	3,929	11,337	34.66%	55	$453.81	85
93	BONNEVILLE JOINT DISTRICT	$1,685,754.70	2,680	6,763	39.63%	35	$629.01	37
101	BOUNDARY COUNTY DISTRICT	$68,155.00	91	654	13.91%	135	$748.96	17
365	BRUNEAU-GRAND VIEW JOINT DISTRICT	$15,216.00	50	124	40.32%	32	$304.32	126
412	BUHL JOINT DISTRICT	$57,220.00	108	579	18.65%	119	$529.81	59
111	BUTTE COUNTY JOINT DISTRICT	$24,675.00	54	191	28.27%	81	$456.94	83

132	CALDWELL DISTRICT	$257,343.00	557	2,356	23.64%	102	$462.02	81
121	CAMAS COUNTY DISTRICT	$5,475.00	12	88	13.64%	139	$456.25	84
432	CAMBRIDGE JOINT DISTRICT	$2,775.00	<10	69	N/A	149	N/A	80
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	$6,618.00	34	90	37.78%	40	$194.65	142
422	CASCADE DISTRICT	$8,325.00	30	85	35.29%	52	$277.50	132
151	CASSIA COUNTY JOINT DISTRICT	$360,740.00	504	2,591	19.45%	116	$715.75	22
417	CASTLEFORD DISTRICT	$28,484.00	59	149	39.60%	36	$482.78	70
181	CHALLIS JOINT DISTRICT	$4,725.00	22	152	14.47%	133	$214.77	137
161	CLARK COUNTY DISTRICT	$2,775.00	16	46	34.78%	54	$173.44	143
491	COEUR D'ALENE CHARTER ACADEMY DISTRICT	$106,449.00	151	494	30.57%	70	$704.96	24
271	COEUR D'ALENE DISTRICT	$741,978.00	1,115	4,687	23.79%	101	$665.45	30
455	COMPASS CHARTER SCHOOL	$268,861.87	267	516	51.74%	7	$1,006.97	3
242	COTTONWOOD JOINT DISTRICT	$55,417.00	88	194	45.36%	13	$629.74	36
13	COUNCIL DISTRICT	$12,317.00	52	122	42.62%	23	$236.87	134
342	CULDESAC JOINT DISTRICT	$25,725.00	28	30	93.33%	1	$918.75	6
314	DIETRICH DISTRICT	$13,650.00	26	106	24.53%	97	$525.00	60
523	ELEVATE ACADEMY INC.	$20,743.00	137	447	30.65%	69	$151.41	146
575	ELEVATE ACADEMY NAMPA, LLC	$7,800.00	60	368	16.30%	127	$130.00	149
221	EMMETT INDEPENDENT DIST	$161,168.28	350	1,195	29.29%	75	$460.48	82
456	FALCON RIDGE CHARTER SCHOOL	$975.00	<10	66	N/A	141	N/A	154

531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	$1,500.00	12	32	37.50%	42	$125.00	153
413	FILER DISTRICT	$140,330.00	294	755	38.94%	37	$477.31	74
59	FIRTH DISTRICT	$150,394.00	216	428	50.47%	9	$696.27	25
487	FORREST M. BIRD CHARTER DISTRICT	$20,970.00	55	231	23.81%	99	$381.27	111
215	FREMONT COUNTY JOINT DISTRICT	$76,111.00	228	989	23.05%	105	$333.82	121
373	FRUITLAND DISTRICT	$124,267.24	205	788	26.02%	92	$606.18	45
71	GARDEN VALLEY DISTRICT	$32,550.00	37	136	27.21%	86	$879.73	9
549	GEM PREP: MERIDIAN NORTH, LLC	$4,125.00	13	114	11.40%	143	$317.31	123
498	GEM PREP: MERIDIAN, LLC	$46,428.00	55	162	33.95%	58	$844.15	11
796	GEM PREP: NAMPA, LLC	$20,550.00	29	160	18.13%	120	$708.62	23
534	GEM PREP: ONLINE LLC	$88,386.00	89	203	43.84%	17	$993.10	4
496	GEM PREP: POCATELLO, LLC	$16,275.00	18	150	12.00%	142	$904.17	7
282	GENESEE JOINT DISTRICT	$34,350.00	47	116	40.52%	29	$730.85	20
192	GLENNS FERRY JOINT DISTRICT	$8,935.00	20	187	10.70%	145	$446.75	88
231	GOODING JOINT DISTRICT	$82,485.00	170	615	27.64%	83	$485.21	69
148	GRACE JOINT DISTRICT	$21,155.00	65	236	27.54%	85	$325.46	122
233	HAGERMAN JOINT DISTRICT	$38,775.00	73	181	40.33%	31	$531.16	58
415	HANSEN DISTRICT	$12,600.00	34	133	25.56%	94	$370.59	113
479	Heritage Academy District	$300.00	<10	38	N/A	146	N/A	158
305	HIGHLAND JOINT DISTRICT	$6,525.00	13	75	17.33%	123	$501.92	64
370	HOMEDALE JOINT DISTRICT	$82,471.78	216	593	36.42%	46	$381.81	110

73	HORSESHOE BEND SCHOOL DISTRICT	$5,550.00	13	95	13.68%	138	$426.92	95
795	IDAHO ARTS CHARTER SCHOOL	$58,786.00	152	526	28.90%	77	$386.75	109
489	IDAHO COLLEGE & CAREER READINESS ACADEMY	$26,617.00	92	133	69.17%	3	$289.32	128
709	IDAHO DEPT JUVENILE CORRECTION	$675.00	<10	NULL	NULL	160	N/A	136
91	IDAHO FALLS DISTRICT	$548,159.00	1,094	4,859	22.51%	108	$501.06	65
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	$1,275.00	10	90	11.11%	144	$127.50	151
485	IDAHO STEM ACADEMY DBA BINGHAM ACADEMY CHARTER DISTRICT	$19,575.00	34	82	41.46%	28	$575.74	50
452	IDAHO VIRTUAL ACADEMY	$104,970.00	193	1,146	16.84%	124	$543.89	57
457	INSPIRE VIRTUAL CHARTER	$30,616.00	85	983	8.65%	150	$360.19	115
466	iSUCCEED VIRTUAL HIGH SCHOOL	$140,268.00	235	1,298	18.10%	121	$596.89	47
251	JEFFERSON COUNTY JT DISTRICT	$897,278.00	1,366	3,198	42.71%	22	$656.87	32
261	JEROME JOINT DISTRICT	$241,615.00	441	1,886	23.38%	104	$547.88	55
2	JOINT SCHOOL DISTRICT NO. 2 (WEST ADA)	$4,529,304.00	6,835	19,752	34.60%	56	$662.66	31
304	KAMIAH JOINT DISTRICT	$21,485.00	39	179	21.79%	110	$550.90	54
391	KELLOGG JOINT DISTRICT	$16,200.00	43	482	8.92%	148	$376.74	112
283	KENDRICK JOINT DISTRICT	$22,500.00	48	144	33.33%	61	$468.75	78
414	KIMBERLY DISTRICT	$184,218.00	317	930	34.09%	57	$581.13	49

470	KOOTENAI BRIDGE ACADEMY	$51,375.00	47	342	13.74%	136	$1,093.09	1
274	KOOTENAI DISTRICT	$450.00	<10	91	N/A	157	N/A	135
641	KTEC – KOOTENAI TECH ED CAMPUS	$74,121.00	217	515	42.14%	26	$341.57	119
3	KUNA JOINT DISTRICT	$577,797.00	1,026	2,820	36.38%	47	$563.15	53
84	LAKE PEND OREILLE DISTRICT	$112,491.00	288	1,748	16.48%	126	$390.59	104
272	LAKELAND DISTRICT	$366,763.00	481	2,234	21.53%	111	$762.50	16
341	LAPWAI DISTRICT	$39,750.00	99	233	42.49%	24	$401.52	100
340	LEWISTON INDEPENDENT DISTRICT	$321,585.00	566	2,118	26.72%	90	$568.17	52
458	LIBERTY CHARTER	$66,086.00	110	301	36.54%	45	$600.78	46
182	MACKAY JOINT DISTRICT	$43,425.00	58	103	56.31%	6	$748.71	18
321	MADISON DISTRICT	$271,186.98	618	2,703	22.86%	106	$438.81	93
21	MARSH VALLEY JOINT DISTRICT	$89,817.00	121	572	21.15%	113	$742.29	19
363	MARSING JOINT DISTRICT	$118,496.00	148	386	38.34%	38	$800.65	14
536	MCCALL COMMUNITY SCHOOL, INC	$450.00	<10	10	N/A	34	N/A	155
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	$138,500.87	315	693	45.45%	12	$439.69	91
11	MEADOWS VALLEY DISTRICT	$3,600.00	23	55	41.82%	27	$156.52	145
136	MELBA JOINT DISTRICT	$96,680.00	169	395	42.78%	20	$572.07	51
785	MERIDIAN MEDICAL ARTS CHARTER	$151,689.00	171	185	92.43%	2	$887.07	8
768	MERIDIAN TECHNICAL CHARTER DISTRICT	$67,842.00	73	193	37.82%	39	$929.34	5
134	MIDDLETON DISTRICT	$466,107.48	1,005	2,239	44.89%	14	$463.79	79
433	MIDVALE DISTRICT	$12,200.00	20	80	25.00%	95	$610.00	42

331	MINIDOKA COUNTY JOINT DISTRICT	$322,800.50	444	2,070	21.45%	112	$727.03	21
813	MOSCOW CHARTER SCHOOL	$675.00	<10	39	N/A	140	N/A	148
281	MOSCOW DISTRICT	$196,188.50	409	1,141	35.85%	48	$479.68	73
193	MOUNTAIN HOME DISTRICT	$141,967.49	366	1,519	24.09%	98	$387.89	107
244	MOUNTAIN VIEW SCHOOL DISTRICT	$79,871.00	179	574	31.18%	66	$446.21	89
392	MULLAN DISTRICT	$2,850.00	10	42	23.81%	100	$285.00	129
418	MURTAUGH JOINT DISTRICT	$37,983.00	90	176	51.14%	8	$422.03	97
131	NAMPA SCHOOL DISTRICT	$935,634.47	1,818	5,950	30.55%	71	$514.65	62
372	NEW PLYMOUTH DISTRICT	$96,840.00	158	445	35.51%	49	$612.91	40
302	NEZPERCE JOINT DISTRICT	$5,825.00	15	74	20.27%	114	$388.33	106
149	NORTH GEM DISTRICT	$4,925.00	16	58	27.59%	84	$307.81	125
480	NORTH IDAHO STEM CHARTER ACADEMY DISTRICT	$75,931.00	93	203	45.81%	11	$816.46	12
493	NORTH STAR CHARTER DISTRICT	$187,070.00	175	405	43.21%	19	$1,068.97	2
465	NORTH VALLEY ACADEMY	$4,650.00	12	62	19.35%	117	$387.50	108
135	NOTUS DISTRICT	$44,125.00	68	144	47.22%	10	$648.90	33
351	ONEIDA COUNTY DISTRICT	$256,224.00	374	2,387	15.67%	128	$685.09	27
171	OROFINO JOINT DISTRICT	$65,377.00	194	577	33.62%	60	$336.99	120
137	PARMA DISTRICT	$116,506.00	144	482	29.88%	72	$809.07	13
497	PATHWAYS IN EDUCATION - NAMPA, INC.	$2,250.00	<10	299	N/A	156	N/A	131
371	PAYETTE JOINT DISTRICT	$127,920.00	163	610	26.72%	89	$784.79	15

794	PAYETTE RIVER TECHNICAL ACADEMY, INC.	$16,633.00	122	784	15.56%	129	$136.34	147
44	PLUMMER-WORLEY JOINT DISTRICT	$675.00	<10	182	N/A	155	N/A	160
25	POCATELLO DISTRICT	$1,167,857.74	1926	5,937	32.44%	63	$606.36	44
273	POST FALLS DISTRICT	$302,295.00	437	2642	16.54%	125	$691.75	26
285	POTLATCH DISTRICT	$18,030.00	41	213	19.25%	118	$439.76	90
201	PRESTON JOINT DISTRICT	$189,974.00	395	1,170	33.76%	59	$480.95	72
513	PROJECT IMPACT STEM ACADEMY, INC.	$2,798.00	17	120	14.17%	134	$164.59	144
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	$2,025.00	<10	375	N/A	158	N/A	28
316	RICHFIELD DISTRICT	$7,604.00	18	100	18.00%	122	$422.44	96
252	RIRIE JOINT DISTRICT	$32,185.00	53	345	15.36%	131	$607.26	43
562	RISE CHARTER SCHOOL, INC.	$900.00	<10	82	N/A	151	N/A	150
382	ROCKLAND DISTRICT	$17,484.00	56	84	66.67%	4	$312.21	124
475	SAGE INTERNATIONAL SCHOOL OF BOISE	$26,787.00	133	466	28.54%	79	$201.41	141
291	SALMON DISTRICT	$9,016.00	32	335	9.55%	147	$281.75	130
243	SALMON RIVER JOINT SCHOOL DIST	$5,700.00	14	57	24.56%	96	$407.14	98
60	SHELLEY JOINT DISTRICT	$184,285.00	459	1,233	37.23%	43	$401.49	101
312	SHOSHONE JOINT DISTRICT	$18,848.00	37	239	15.48%	130	$509.41	63
537	SHOSHONE-BANNOCK JR-SR HIGH DISTRICT	$5,500.00	14	NULL	NULL	159	$392.86	103
52	SNAKE RIVER DISTRICT	$193,622.00	389	1,257	30.95%	67	$497.74	66
150	SODA SPRINGS JOINT DISTRICT	$97,230.00	146	397	36.78%	44	$665.96	29

292	SOUTH LEMHI DISTRICT	$8,475.00	24	60	40.00%	33	$353.13	117
41	ST MARIES JOINT DISTRICT	$59,395.00	125	438	28.54%	80	$475.16	76
322	SUGAR-SALEM JOINT DISTRICT	$136,770.00	351	1103	31.82%	65	$389.66	105
461	TAYLORS CROSSING CHARTER SCHOOL	$41,049.00	70	159	44.03%	15	$586.41	48
401	TETON COUNTY DISTRICT	$126,524.00	342	911	37.54%	41	$369.95	114
460	THE ACADEMY, INC.	$2,025.00	21	153	13.73%	137	$96.43	157
494	THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	$1,275.00	10	66	15.15%	132	$127.50	152
559	THOMAS JEFFERSON CHARTER DISTRICT	$14,325.00	69	171	40.35%	30	$207.61	139
532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	$1,223.00	12	191	6.28%	154	$101.92	156
287	TROY SCHOOL DISTRICT	$41,700.00	66	156	42.31%	25	$631.82	35
411	TWIN FALLS DISTRICT	$904,473.00	1,441	4,474	32.21%	64	$627.67	38
262	VALLEY DISTRICT	$23,375.00	58	254	22.83%	107	$403.02	99
139	VALLIVUE SCHOOL DISTRICT	$967,983.00	1,497	4,528	33.06%	62	$646.62	34
451	VICTORY CHARTER SCHOOL	$49,240.00	90	305	29.51%	74	$547.11	56
463	VISION CHARTER SCHOOL	$168,417.00	198	328	60.37%	5	$850.59	10
393	WALLACE DISTRICT	$16,500.00	57	196	29.08%	76	$289.47	127
431	WEISER DISTRICT	$120,090.42	350	803	43.59%	18	$343.12	118
232	WENDELL DISTRICT	$84,885.00	178	503	35.39%	51	$476.88	75
83	WEST BONNER COUNTY DISTRICT	$6,160.00	29	431	6.73%	152	$212.41	138
253	WEST JEFFERSON DISTRICT	$43,597.00	88	296	29.73%	73	$495.42	68
202	WEST SIDE JOINT DISTRICT	$76,263.00	170	387	43.93%	16	$448.61	87

464	WHITE PINE CHARTER SCHOOL	$5,550.00	<10	139	N/A	153	N/A	39
288	WHITEPINE JT SCHOOL DISTRICT	$13,500.00	28	91	30.77%	68	$482.14	71
133	WILDER DISTRICT	$18,711.00	78	392	19.90%	115	$239.88	133
462	XAVIER CHARTER SCHOOL	$30,043.00	70	258	27.13%	87	$429.19	94

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Annual English Learners Proficiency Report

REFERENCE

April 2005	Board approved rule for definition of Limited English Proficient
November 2009	Board adopted The Idaho English Language Assessment Achievement Standards as temporary
August 2010	Board adopted The Idaho English Language Assessment Achievement Standards as pending, that were approved in November 2009
June 2014	Board approved proposed rule amendment for clarification and accuracy in definition for Limited English Proficient
November 2015	Board approved pending rule changes to IDAPA 08.02.03.105
August 2016	Board removed the Idaho English Language Assessment (IELA) Achievement Standards
December 16, 2020	Board was provided the 2019-2020 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
December 21, 2022	Board was provided the 2021-2022 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
December 13, 2023	Board was provided the 2022-2023 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
December 18, 2024	Board was provided the 2023-2024 Annual Summary report for the English Learner Program and an English Learner Proficiency update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1617

BACKGROUND/DISCUSSION

Section 33-1617, Idaho Code establishes that the board of trustees of each school district shall formulate a plan to improve English language learner outcomes. Statute also establishes that funds are to be distributed to school districts based on the school's population of limited English language proficient students and that these funds are to be used in support of improvements in proficiency outcomes.

The district plan and allocation of funding is annually reported to the State Board of Education and the State Department of Education. A summary of these reports are to be submitted to the legislature, including any recommendations for improvements approved by the State Board of Education.

The English Learner (EL) program assists local education agencies in creating, implementing, and maintaining researched based programs to support students whose primary language at home is other than English. Federal and state requirements help remove barriers and provide equity in learning to ensure English language learners succeed in school.

Results from the WIDA ACCESS Placement Test determine program eligibility and inform each student's plan for developing English language skills. The WIDA ACCESS assessment is administered annually to all identified English learners and includes reading, writing, listening, and speaking, resulting in an overall composite score and a scale score in each of the four domains. Beginning with the 2020 ACCESS assessment, a student is considered proficient with a composite score equal to or greater than 4.2 with a minimum score of 3.5 in the reading, writing, and listening domains and a minimum score of 1 in the speaking domain.

Idaho's Consolidated State Plan, amended June 18, 2019, identifies the five-year long-term goals for English learners in making progress in achieving proficiency using 2018 data as the baseline. The Idaho Department of Education has developed revised ESSA long-term/interim growth target measures that have been sent to US Department of Education for approval. Information about the local education agencies program plan and allocation of funds are included in the English Learner Proficiency update.

Attachment 1 provides an in-depth report of the program and funding allocations.

IMPACT

This agenda item will provide the Board with an update on the English Learners program, including student proficiency data.

ATTACHMENTS

Attachment 1 – English Learner Proficiency Report

BOARD ACTION

This item is for informational purposes only.

2023-2024 ANNUAL SUMMARY

Idaho English Learner Program

IDAHO STATE DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DEPARTMENT | ENGLISH LEARNER & TITLE III-A PROGRAM

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CREATED 10/24/2024

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BACKGROUND

The Idaho English Learner (EL) Program and Title III-A assist school districts with federal and state requirements of English Learners (ELs). We help districts create, implement, and maintain development programs that provide equal learning opportunities for ELs. Our goal is to assist Local Educational Agencies (LEAs) to develop their curriculum and teaching strategies which embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

Idaho code 33-1617 states, "It is legislative intent that the state board of education and state department of education develop statewide, research-based goals for students in Idaho who are English language learners. Goals shall specifically address compliance with applicable state and federal law and court decisions.

The board of trustees of each school district shall formulate a plan in sufficient detail that measurable objectives can be identified and addressed which will accomplish English language acquisition and improved academic performance. Moneys distributed to school districts based upon the population of limited-English proficiency students and distributed to school districts to support programs for students with non-English or limited-English proficiency shall be utilized in support of the district plan.

The district plan and allocation of funds shall be part of a report made annually to the state board of education and state department of education. The state board of education shall provide a summary of these reports to the legislature. Recommendations for program enhancements needed to reach the statewide goals are to be brought to the legislature after review and approval by the state board of education."

The Federal Program's English Learner Department oversees state and federal grant requirements, monitoring visits for all Title III-A districts, the state English Learner's 3-year Enhancement Grant, professional development activities, and the English Learner Management System (ELMS).

STATE LEVEL SUMMARY

During the 2023-2024 school year, the Idaho English Learner Program oversaw 128 English Learner educational programs. Of these LEAs, 91 had only state funding and 37 had both state and federal funding, through the Title III-A program. Any LEA which has at least one English Learner enrolled at their school will qualify for English learner state funding. LEAs with more than 91 English Language learners qualify for additional federal funding through the Title III-A program, meeting the federal Title III-A $10,000 allocation threshold.

All Idaho district/charters are required, under the Title VI of the Civil Rights Act of 1964, to provide a comprehensive English language proficiency program for students who cannot speak, read, or write English well enough to participate meaningfully in educational programs. Federal and State legislation requires that district/charters provide Language Instruction Educational Programs (LIEP) and services to support the language development of EL students. As part of state and federal guidelines, each LEA includes a Home Language Survey as part of their registration process in order to initially screen students for a language other than English.

LEAs submit their English Learner plans through the Consolidated Federal and State Grant Application (CFSGA) each year. In this plan, the LEAs include their EL program information, core language instructional program, yearly goals, and an annual budget. The EL Program Coordinator reviews each plan, provides feedback and indicates where changes or additions need to be made to ensure each LEA is meeting the state and federal minimum requirements. LEAs must have their plan approved by the EL program coordinator before funding is distributed.

PROGRAM MONITORING

The Idaho State Department of Education (SDE) is required to oversee and monitor the activities of its Local Education Agencies (LEAs). In the 2023-2024 school year, 6 out of 40 Title III-A LEAs were monitored through the Federal Programs Monitoring process. The SDE monitors each LEA on a 6-year cycle.

Title III-A monitoring involves reviewing an LEA's core instructional education program, certified staffing and proper supervision of paraprofessionals, parent engagement activities, student support, and proper use of funds. The following LEAs were monitored during the 2023-2024 school year: Weiser School District #431, Boise Independent School District #001, Pocatello

School District #025, Snake River School District #052, Gooding School District #231, and Fruitland School District #373.

STATE ENHANCEMENT GRANTS

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. The state legislature has earmarked $450,000 to this enhancement grant and awards range from $10,000-$85,000 depending on the chosen project. LEAs have the option of choosing from the following grant options: Implementation of Co-Teaching Model, funding for a Regional Coordinator, or Program Enhancements.

Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to allow for better access to the educational opportunities offered in public schools. Grants are funded for three years (2023-2024, 2024-2025, and 2025-2026) with ongoing funding contingent on legislative funding. Each grant recipient creates yearly and three-year goals and works with a grant mentor to ensure benchmarks are being met. An annual report on goal progress by the grantees is developed each year in December on program design, use of funds, goal progress, and program effectiveness. A new grant cycle began in 2023-2024 school year with 12 new grant recipients. For this current grant cycle, there are four Co-Teaching grants, no Regional Coordinator grant, and eight Program Enhancement grants.

STATE ENGLISH LEARNER GOALS

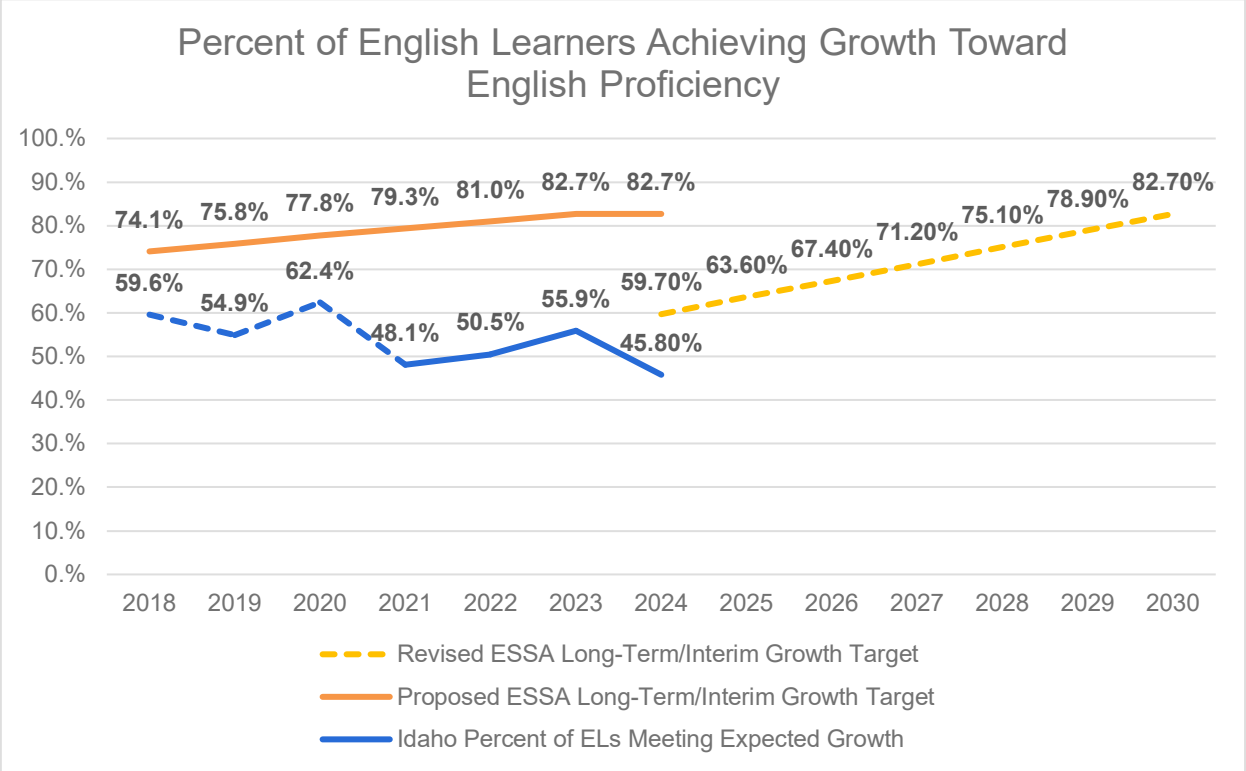
The State of Idaho's English Learner Program goals towards English Language proficiency taken from the 2019 Idaho Consolidated Plan reads:

Table 6b: Percent of Students Making Expected Progress toward English proficiency 2018 baseline, 2023 long-term goal, and 2019-2022 interim targets

2018 Baseline	2019	2020	2021	2022	2023
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

Idaho will reduce the number of English learners who are not making expected progress towards English proficiency on the WIDA ACCESS assessment, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline. In the graph below (in yellow), the revised ESSA long-term interim growth target has been included; the revised 2024-2030 growth target has been submitted to the US Department of Education for approval.

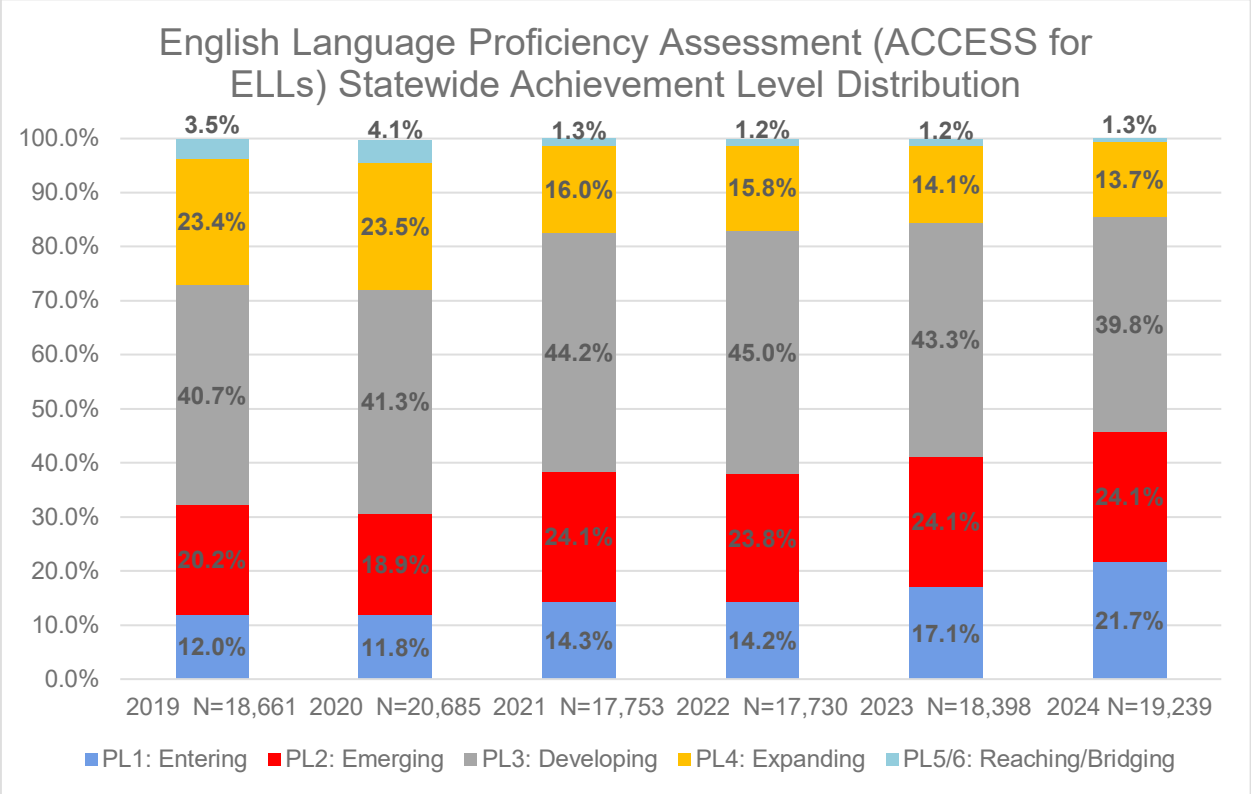
The WIDA ACCESS assessment is administered to all identified English Learners, either electronically or paper based, and includes assessments in reading, writing, listening, and speaking. A student will receive an overall composite score and a scale score in each of the four domains. The reading and writing components are weighted, each making up 35% of the composite score. The speaking and listening are weighted 15% each in the overall composite score. In 2023-2024, 45.8% of ELs who completed ACCESS for ELLs met the expected progress toward English proficiency metric.



ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

WIDA's suite of assessments are used to screen, monitor, and exit Idaho students from a research-based language instruction educational program. Using the WIDA Screener for Kindergarten or the WIDA Screener, districts/charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English learners (ELs) participate annually in the WIDA ACCESS for ELLs to monitor academic English language proficiency growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS for ELLs annual language proficiency assessment is typically administered from the last week in January to the first week in March. During the 2023-2024 school year, 19,396 students completed all sections of the ACCESS test.

Below is a performance distribution chart, which reflects the percentage of students scoring at each WIDA performance level: 1- Entering, 2- Emerging, 3- Developing, 4- Expanding, 5- Bridging, and 6- Reaching. The State of Idaho has determined a 4.2 composite score as the benchmark for state proficiency. In the 2023-2024 ACCESS administration, 9% of English learners reached proficiency.



2023-2024 LIST OF LEA ALLOCATIONS

LEAs can receive multiple funding allocations based on their EL student population. The following table shows funding allocations for: State EL Allocations, Federal Title III-A Allocations, Title III-A Immigrant Allocations, and State Enhancement Grant Allocations. Some LEAs listed have been redacted based on data privacy rules for having five English Learner students or less.

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
BOISE INDEPENDENT DISTRICT	1,985	$470,772	$224,911	$42,286	$85,000
NAMPA SCHOOL DISTRICT	1,874	$444,447	$212,334	$16,521	
JOINT SCHOOL DISTRICT NO. 2	1,507	$357,407	$170,751		$85,000
CALDWELL DISTRICT	1,066	$252,818	$120,783		
VALLIVUE SCHOOL DISTRICT	1,019	$241,671	$115,458	$16,915	
JEROME JOINT DISTRICT	982	$232,896	$111,266		$15,000

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
TWIN FALLS DISTRICT	804	$190,681	$91,097		
BLAINE COUNTY DISTRICT	661	$156,766	$74,895		
IDAHO FALLS DISTRICT	645	$152,971	$73,082		
CASSIA COUNTY JOINT DISTRICT	604	$143,248	$68,436		
MINIDOKA COUNTY JOINT DISTRICT	549	$130,204	$62,205		
BONNEVILLE JOINT DISTRICT	471	$111,705	$53,367		
WENDELL DISTRICT	367	$87,040	$41,583		$15,000
AMERICAN FALLS JOINT DISTRICT	303	$71,861	$34,331		$85,000
BLACKFOOT DISTRICT	273	$64,746	$30,932		$15,000
MOUNTAIN HOME DISTRICT	260	$61,663	$29,459		
JEFFERSON COUNTY JOINT DISTRICT	251	$59,528	$28,440		$85,000
KUNA JOINT DISTRICT	244	$57,868	$27,646		
TETON COUNTY DISTRICT	236	$55,971	$26,740		$15,000
ABERDEEN DISTRICT	210	$49,805	$23,794		
BUHL JOINT DISTRICT	190	$45,061	$21,528		
GOODING JOINT DISTRICT	169	$40,081	$19,149		$15,000
HERITAGE COMMUNITY CHARTER SCHOOL, INC.	165	$39,132	$18,695		
FREMONT COUNTY JOINT DISTRICT	143	$33,915	$16,203		
PAYETTE JOINT DISTRICT	132	$31,306	$14,956		
SHOSHONE JOINT DISTRICT	131	$31,069	$14,843		
FRUITLAND DISTRICT	130	$30,831	$14,730		
MADISON DISTRICT	128	$30,357	$14,503		
HOMEDALE JOINT DISTRICT	128	$30,357	$14,503		
WILDER DISTRICT	127	$30,120	$14,390		
MIDDLETON DISTRICT	125	$29,646	$14,163		

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
KIMBERLY DISTRICT	125	$29,646	$14,163		
MARSING JOINT DISTRICT	117	$27,748	$13,257		
VALLEY DISTRICT	109	$25,851	$12,350		
POCATELLO DISTRICT	108	$25,614	$12,237		
SHELLEY JOINT DISTRICT	102	$24,191	$11,557		
EMMETT INDEPENDENT DISTRICT	91	$21,582	$10,311		
SNAKE RIVER DISTRICT	87	$20,633			
WEISER DISTRICT	85	$20,159			
PARMA DISTRICT	81	$19,210			$15,000
COEUR D'ALENE DISTRICT	77	$18,262			
IDAHO ARTS CHARTER SCHOOL, INC.	72	$17,076			
PRESTON JOINT DISTRICT	67	$15,890			
ELEVATE ACADEMY INC.	66	$15,653			
FILER DISTRICT	65	$15,416			
GEM PREP: NAMPA, LLC	58	$13,756			
MCCALL-DONNELLY JOINT SCHOOL DISTRICT	55	$13,044			
MOSCOW DISTRICT	49	$11,621			
MELBA JOINT DISTRICT	48	$11,384			
GLENNS FERRY JOINT DISTRICT	47	$11,147			
SUGAR-SALEM JOINT DISTRICT	47	$11,147			$15,000
MURTAUGH JOINT DISTRICT	43	$10,198			
POST FALLS DISTRICT	40	$9,487			
COMPASS PUBLIC CHARTER SCHOOL, INC.	40	$9,487			
INSPIRE ACADEMICS, INC.	40	$9,487			
NOTUS DISTRICT	33	$7,826			
FUTURE PUBLIC SCHOOL, INC.	33	$7,826			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
CLARK COUNTY DISTRICT	31	$7,352			
HAGERMAN JOINT DISTRICT	31	$7,352			
FIRTH DISTRICT	30	$7,115			
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	30	$7,115			
THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	30	$7,115			$5,000
HANSEN DISTRICT	29	$6,878			
CASTLEFORD DISTRICT	29	$6,878			
NEW PLYMOUTH DISTRICT	28	$6,641			
LAKE PEND OREILLE SCHOOL DISTRICT	25	$5,929			
WEST JEFFERSON DISTRICT	25	$5,929			
IDAHO VIRTUAL ACADEMY, INC.	25	$5,929			
HERITAGE ACADEMY, INC.	25	$5,929			
RIRIE JOINT DISTRICT	23	$5,455			
ELEVATE ACADEMY NAMPA, LLC	21	$4,980			
TREASURE VALLEY CLASSICAL ACADEMY, INC.	19	$4,506			
MOSAICS PUBLIC SCHOOL, INC.	19	$4,506			
THOMAS JEFFERSON CHARTER SCHOOL, INC.	19	$4,506			
DIETRICH DISTRICT	16	$3,795			
XAVIER CHARTER SCHOOL, INC.	16	$3,795			
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	16	$3,795			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
BLISS JOINT DISTRICT	15	$3,557			
ONEIDA COUNTY DISTRICT	14	$3,320			
IDAHO VIRTUAL HIGH SCHOOL, INC.	14	$3,320			
ISUCCEED VIRTUAL HIGH SCHOOL, INC.	14	$3,320			
ALTURAS INTERNATIONAL ACADEMY, INC.	14	$3,320			
GEM PREP: MERIDIAN NORTH, LLC	14	$3,320			
PATHWAYS IN EDUCATION - NAMPA, INC.	13	$3,083			
IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	11	$2,609			
THE VILLAGE CHARTER SCHOOL, INC.	11	$2,609			
FORGE INTERNATIONAL, LLC	11	$2,609			
LAKELAND DISTRICT	9	$2,134			
VICTORY CHARTER SCHOOL, INC.	9	$2,134			
VISION CHARTER SCHOOL, INC.	9	$2,134			
LEWISTON INDEPENDENT DISTRICT	7	$1,660			
WHITE PINE CHARTER SCHOOL, INC.	7	$1,660			
LEGACY PUBLIC CHARTER SCHOOL, INC.	7	$1,660			
MEADOWS VALLEY DISTRICT	6	$1,423			
GEM PREP: MERIDIAN, LLC	6	$1,423			
PEACE VALLEY CHARTER SCHOOL, INC.	6	$1,423			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	Redacted	Redacted			
ALTURAS PREPARATORY ACADEMY, INC	Redacted	Redacted			
BUTTE COUNTY JOINT DISTRICT	Redacted	Redacted			
NORTH VALLEY ACADEMY, INC.	Redacted	Redacted			
PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	Redacted	Redacted			
IDAHO STEM ACADEMY, INC.	Redacted	Redacted			
GEMP PREP: MERIDIAN SOUTH LLC	Redacted	Redacted			
CAMAS COUNTY DISTRICT	Redacted	Redacted			
CHALLIS JOINT DISTRICT	Redacted	Redacted			
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	Redacted	Redacted			
AMERICAN HERITAGE CHARTER SCHOOL, INC.	Redacted	Redacted			
NORTH STAR CHARTER SCHOOL, INC.	Redacted	Redacted			
GEM PREP: POCATELLO, LLC	Redacted	Redacted			
DORAL ACADEMY OF IDAHO, INC.	Redacted	Redacted			
CARDINAL ACADEMY INCORPORATED	Redacted	Redacted			
PLUMMER-WORLEY JOINT DISTRICT	Redacted	Redacted			
BOUNDARY COUNTY DISTRICT	Redacted	Redacted			
WEST SIDE JOINT DISTRICT	Redacted	Redacted			
SALMON DISTRICT	Redacted	Redacted			
LIBERTY CHARTER SCHOOL, INC.	Redacted	Redacted			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
SYRINGA MOUNTAIN SCHOOL, INC.	Redacted	Redacted			
PROJECT IMPACT STEM ACADEMY, INC.	Redacted	Redacted			
ST MARIES JOINT DISTRICT	Redacted	Redacted			
HORSESHOE BEND SCHOOL DISTRICT	Redacted	Redacted			
SODA SPRINGS JOINT DISTRICT	Redacted	Redacted			
OROFINO JOINT DISTRICT	Redacted	Redacted			
TROY SCHOOL DISTRICT	Redacted	Redacted			
RICHFIELD DISTRICT	Redacted	Redacted			
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	Redacted	Redacted			
MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	Redacted	Redacted			
IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.	Redacted	Redacted			
PINECREST ACADEMY OF IDAHO, INC.	Redacted	Redacted			

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Elementary, Secondary School Accreditation Annual Report 2024, Cognia

REFERENCE

October 2018	Board accepted the 2018 Accreditation Report.
October 2019	Board accepted the 2019 Accreditation Report.
October 2020	Board accepted the 2020 Accreditation Report.
October 2021	Board accepted the 2021 Accreditation Report.
October 2022	Board accepted the 2022 Accreditation Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-119
Idaho Administrative code, IDAPA 08.02.02.140 Accreditation

BACKGROUND/DISCUSSION

Section 33-119, Idaho Code establishes that the State Board of Education shall establish standards for secondary school accreditation as well as minimum requirements to be met by public, private, and parochial secondary schools. The State Board of Education acknowledges Northwest Accreditation Commission, a division of Cognia, as the K-12 accrediting body. Further standards for secondary schools are established through graduation requirements and content standards as approved by the Board. Accreditation remains voluntary for public elementary schools, public alternative schools and private or parochial schools.

The Board recognizes schools that have met the standards established by Cognia as accredited.

The attached annual accreditation report is submitted to the State Board of Education in accordance with IDAPA 08.02.02.140.05. This report outlines the accreditation status of Idaho's schools that serve any grade(s) 9-12 as well as those elementary schools and schools serving grades K-8 that voluntarily seek accreditation, and parochial and private schools.

ATTACHMENTS

Attachment 1 – 2024 Cognia Accreditation Report

BOARD ACTION

This item is for informational purposes only.

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cognia.org

Debbie Critchfield
Superintendent of Public Instruction
Idaho State Department of Education
650 West State Street
Boise, ID 83702

August 21, 2024

Dear Superintendent Critchfield,

In acknowledging our continued partnership with the Northwest Accreditation Commission (NWAC) and the Idaho State Department of Education (ISDE), Cognia (formerly AdvancED) is happy to report on accredited institutions in Idaho.

Attached is the annual Northwest Accreditation Commission / Cognia Accreditation Report for Idaho, which is submitted annually to the Idaho State Board of Education as directed in IDAPA 08.02.02.140. All accreditation statuses are the result of a ratification process of the Cognia Global Commission, which met throughout the 2023-24 school year.

Pursuant to Cognia Accreditation and Certification Policies and Procedures, Policy 3.01, institutions that fail to meet a substantial number of Standards or criteria and have an Index of Educational Quality (IEQ) score in the bottom 5% of reviews administered in the school year and/or documents levels of poor/unsatisfactory performance results are conferred a status of "Accredited Under Review" with monitoring to take place the subsequent year.

It is our pleasure to provide you with the attached Idaho Accredited Status Report for Idaho institutions. Please contact any of us if additional information is needed.

Sincerely,

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Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
A. B. McDonald Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025
Aberdeen High	Aberdeen District	High	Aberdeen	Accredited	7/1/1939	6/30/2028
Alturas International Academy	ID Public Charter Commission	Elementary	Idaho Falls	Accredited	6/19/2019	6/30/2025
Alturas Preparatory Academy	ID Public Charter Commission	High	Idaho Falls	Accredited	3/31/2022	6/30/2028
Alzar School	Private	SpPurp - Wldrnss	Cascade	Accredited	7/1/2009	6/30/2029
American Falls High	American Falls Joint District	High	American Falls	Accredited	7/1/1920	6/30/2025
American Heritage Charter	ID Public Charter Commission	Unit	Idaho Falls	Accredited	6/25/2015	6/30/2025
Bear Lake High	Bear Lake County District	High	Montpelier	Accredited	7/1/1930	6/30/2029
Bennett Mountain High	Mountain Home School District 193	High	Mountain Home	Accredited	6/25/2015	6/30/2025
Bingham Academy	ID Public Charter Commission	High	Blackfoot	Accredited	6/22/2016	6/30/2027
Bishop Kelly High	Catholic Dioceses of Boise	High	Boise	Accredited	7/1/1964	6/30/2030
Black Canyon Alternative High	Emmett Independent District	High	Emmett	Accredited	7/1/2005	6/30/2026
Blackfoot Charter Community	Blackfoot Charter Center	Elementary	Blackfoot	Accredited	6/19/2019	6/30/2030
Blackfoot High	Blackfoot District	High	Blackfoot	Accredited	7/1/1920	6/30/2027
Blackfoot School District Online Jr/Sr	Blackfoot District	Digital Learning	Blackfoot	Accredited	6/27/2024	6/30/2030
Bliss School	Bliss Joint School District	Unit	Bliss	Accredited	7/1/1976	6/30/2028
Boise Girls Academy	Private	High	Nampa	Accredited	1/22/2015	6/30/2026
Boise High	Boise Independent District	High	Boise	Accredited	7/1/1918	6/30/2030
Boise Online School - Secondary	Boise Independent District	Digital Learning	Boise	Accredited	6/30/2022	6/30/2028
BSU TRIO Upward Bound	Boise State University	High	Boise	Accredited	7/1/2010	6/30/2030
Bonners Ferry High	Boundary County District	High	Bonners Ferry	Accredited	7/1/1920	6/30/2025
Bonneville High	Bonneville Joint District	High	Idaho Falls	Accredited	7/1/1934	6/30/2025
Bonneville Online High	Bonneville Joint District	Digital Learning	Idaho Falls	Accredited	7/1/2009	6/30/2029
Borah High	Boise Independent District	High	Boise	Accredited	7/1/1958	6/30/2030
Buhl High	Buhl Joint District	High	Buhl	Accredited	7/1/1920	6/30/2027
Burley Junior High	Cassia County Joint District	Middle	Burley	Accredited	7/1/1979	6/30/2029
Burley Senior High	Cassia County Joint District	High	Burley	Accredited	7/1/1926	6/30/2029
Butte County Middle/High	Butte County Joint District	High	Arco	Accredited	7/1/1951	6/30/2025
Caldwell High	Caldwell District	High	Caldwell	Accredited	7/1/1918	6/30/2030
Camas County High	Camas County District	High	Fairfield	Accredited	7/1/1954	6/30/2027
Cambridge Junior/Senior High	Cambridge Joint District	High	Cambridge	Accredited	7/1/1960	6/30/2026

Camelot Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Canyon Ridge High	Twin Falls School District	High	Twin Falls	Accredited	7/1/2009	6/30/2029
Canyon Springs High	Caldwell District	High	Caldwell	Accredited	7/1/2007	6/30/2026
Capital High	Boise Independent District	High	Boise	Accredited	7/1/1965	6/30/2030
Cardinal Academy	ID Public Charter Commission	High	Boise	Accredited	6/28/2023	6/30/2029
Carey School	Blaine County District	Unit	Carey	Accredited	7/1/1946	6/30/2030
Cascade Jr./Sr. High	Cascade District	High	Cascade	Accredited	7/1/1938	6/30/2025
Cassia High	Cassia County Joint District	High	Burley	Accredited	7/1/2007	6/30/2029
Cassia Regional Technical Center	Cassia County Joint District	Career Technical	Burley	Accredited	6/21/2018	6/30/2029
Castleford Public Schools	Castleford District	Unit	Castleford	Accredited	7/1/1951	6/30/2028
Cavendish-Teakean Elementary	Orofino Joint School District 171	Elementary	Lenore	Accredited	6/15/2021	6/30/2026
Centennial Baptist School	Private	Unit	Caldwell	Accredited	10/31/2019	6/30/2025
Centennial Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Centennial High	West Ada Joint School District	High	Boise	Accredited	7/1/1987	6/30/2027
Central Academy High	West Ada Joint School District	High	Meridian	Accredited	7/1/2007	6/30/2026
Central High	Madison School District 321	High	Rexburg	Accredited	6/25/2015	6/30/2025
Century High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/1999	6/30/2030
Challis Jr/Sr High	Challis Joint District	High	Challis	Accredited	7/1/1934	6/30/2030
Cherry Gulch	Private	High	Emmett	Accredited	7/1/2006	6/30/2029
Christian Center School	Private	Unit	Hayden	Accredited	3/31/2021	6/30/2025
Clark County Jr/Sr High	Clark County School District	High	Dubois	Accredited	7/1/1973	6/30/2025
Clark Fork Junior Senior High	Lake Pend Oreille District	High	Clark Fork	Accredited	7/1/1972	6/30/2026
Clearwater Valley Junior/Senior High	Mountain View School District	High	Kooskia	Accredited	7/1/2007	6/30/2025
Coeur d' Alene Hockey Academy	Private	High	Coeur d' Alene	Accredited	6/15/2021	6/30/2026
Coeur d'Alene Charter Academy	Coeur D'Alene Charter Academy Inc	High	Coeur D Alene	Accredited	7/1/2007	6/30/2028
Coeur d'Alene High	Coeur D'Alene District	High	Coeur D Alene	Accredited	7/1/1921	6/30/2028
Coeur d'Alene Tribal	Bureau of Indian Affairs	Elementary	Desmet	Accredited	7/1/2010	6/30/2026
Cole Valley Christian (M/H)	Private	High	Meridian	Accredited	7/1/1995	6/30/2029
Cole Valley Christian (Elem)	Private	Elementary	Boise	Accredited	7/1/1995	6/30/2029
Columbia High	Nampa School District	High	Nampa	Accredited	7/1/2007	6/30/2028
Community School	Private	Unit	Sun Valley	Accredited	11/14/2017	6/30/2025
Compass Academy	Idaho Falls School District 91	High	Idaho Falls	Accredited	6/26/2014	6/30/2025
Compass Public Charter	Compass Public Charter School Inc.	Unit	Meridian	Accredited	7/1/2007	6/30/2026
CornerStone Christian Academy	Private	Elementary	Post Falls	Accredited	7/1/2007	6/30/2026

Cornerstone High	Valley District	High	Hazelton	Accredited	6/17/2022	6/30/2027
COSSA Academy	Canyon-Owyhee Sch (COSSA)	Career Technical	Wilder	Accredited	7/1/2001	6/30/2025
Council Jr/Sr High	Council District	High	Council	Accredited	7/1/1959	6/30/2025
Culdesac School	Culdesac Joint District	Unit	Culdesac	Accredited	7/1/1934	6/30/2029
Deary School	Whitepine Jt School District	Unit	Deary	Accredited	7/1/1989	6/30/2026
Declo Elementary	Cassia County Joint District	Elementary	Declo	Accredited	6/21/2018	6/30/2029
Declo Jr High	Cassia County Joint District	Middle	Declo	Accredited	6/21/2018	6/30/2029
Declo Sr High	Cassia County Joint District	High	Declo	Accredited	7/1/1954	6/30/2029
Dietrich School	Dietrich District	Unit	Dietrich	Accredited	7/1/1985	6/30/2025
Dworshak Elementary School	Cassia County Joint District	Elementary	Burley	Accredited	6/21/2018	6/30/2029
Eagle Academy High	West Ada Joint School District	High	Eagle	Accredited	7/1/2002	6/30/2027
Eagle High	West Ada Joint School District	High	Eagle	Accredited	7/1/1995	6/30/2027
East Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Elevate Academy Caldwell	ID Public Charter Commission	High	Caldwell	Accredited	1/28/2021	6/30/2026
Elevate Academy Nampa	ID Public Charter Commission	High	Nampa	Accredited	6/28/2023	6/30/2029
Elevate Academy North	ID Public Charter Commission	High	Post Falls	Accredited	6/28/2023	6/30/2029
Emerson Alternative High	Idaho Falls School District 91	High	Idaho Falls	Accredited	7/1/2005	6/30/2026
Emmett High	Emmett Independent District	High	Emmett	Accredited	7/1/1921	6/30/2025
Empower Connections Academy	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/17/2022	6/30/2027
Fairmont Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Falls City Academy	Jerome Joint District	High	Jerome	Accredited	6/28/2023	6/30/2029
Filer High	Filer District	High	Filer	Accredited	7/1/1927	6/30/2027
Firth High	Firth District	High	Firth	Accredited	7/1/1934	6/30/2027
Foothills Sch of Arts and Sciences	Private	Elementary	Boise	Accredited	10/30/2020	6/30/2030
Forrest M. Bird Charter School	Sandpoint Charter School Inc.	High	Sandpoint	Accredited	7/1/2008	6/30/2030
Frank Church High	Boise Independent District	High	Boise	Accredited	7/1/2008	6/30/2026
Franklin County High	Preston School District 201	High	Preston	Accredited	7/1/2008	6/30/2028
Fruitland High	Fruitland District	High	Fruitland	Accredited	7/1/1933	6/30/2025
Garden Valley Public School	Garden Valley District	Unit	Garden Valley	Accredited	7/1/1976	6/30/2026
Gem Prep - Pocatello	ID Public Charter Commission	Unit	Chubbuck	Accredited	10/31/2018	6/30/2030
Gem Prep: Meridian	ID Public Charter Commission	Unit	Meridian	Accredited	6/17/2022	6/30/2028
Gem Prep: Meridian North	ID Public Charter Commission	Unit	Meridian	Accredited	3/29/2024	6/30/2030
Gem Prep: Meridian South	ID Public Charter Commission	Unit	Meridian	Accredited	12/19/2023	6/30/2030
Gem Prep: Nampa	ID Public Charter Commission	Unit	Nampa	Accredited	10/31/2018	6/30/2030

Gem Prep: Online	ID Public Charter Commission	Digital Learning	Deary	Accredited	7/1/2007	6/30/2030
Gem Prep: Twin Falls	ID Public Charter Commission	Elementary	Twin Falls	Accredited	6/30/2024	6/30/2030
Genesee School	Genesee Joint District	Unit	Genesee	Accredited	7/1/1925	6/30/2030
Genesis Preparatory Academy	Private	Unit	Post Falls	Accredited	7/1/2007	6/30/2026
Glenns Ferry High	Glenns Ferry Joint District	High	Glenns Ferry	Accredited	7/1/1934	6/30/2028
Gooding High	Gooding Joint District	High	Gooding	Accredited	7/1/1920	6/30/2027
Grace Jr/Sr High	Grace Joint District	High	Grace	Accredited	7/1/1933	6/30/2028
Grace Lutheran	Private	Unit	Pocatello	Accredited	10/29/2015	7/31/2025
Grangeville High	Mountain View School District	High	Grangeville	Accredited	7/1/1990	6/30/2028
Greenleaf Friends Academy	Private	Unit	Greenleaf	Accredited	7/1/1995	6/30/2026
Hagerman	Hagerman Joint District	Unit	Hagerman	Accredited	7/1/1938	6/30/2025
Hansen Junior/Senior High	Hansen District	High	Hansen	Accredited	7/1/2007	6/30/2027
Heartland High	McCall-Donnelly School District	High	McCall	Accredited	6/22/2016	6/30/2026
Heritage Academy Public Charter	ID Public Charter Commission	Elementary	Jerome	Accredited	6/28/2023	6/30/2029
Heritage Community Charter	ID Public Charter Commission	Elementary	Caldwell	Accredited	6/26/2014	6/30/2025
High Desert High	Shoshone Joint District	High	Shoshone	Accredited	6/18/2012	6/30/2030
Highland School	Highland Joint District	Unit	Craigmont	Accredited	7/1/1960	6/30/2025
Highland Senior High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/1963	6/30/2026
Hillcrest High	Bonneville Joint District	High	Ammon	Accredited	7/1/1993	6/30/2026
Hillside Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Homedale High	Homedale Joint District	High	Homedale	Accredited	7/1/1941	6/30/2025
Hope Christian Academy	Private	Unit	Marsing	Accredited	7/1/1992	6/30/2029
Horseshoe Bend Middle/Sr High	Horseshoe Bend School District	High	Horseshoe Bend	Accredited	7/1/2000	6/30/2026
ICON (Idaho Connects Online Sch)	ID Public Charter Commission	Digital Learning	Nampa	Accredited	7/1/2009	6/30/2030
Idaho Arts Charter School	Nampa School District	Unit	Nampa	Accredited	7/1/2007	6/30/2027
Idaho City Middle/High	Basin School District	High	Idaho City	Accredited	7/1/2000	6/30/2025
Idaho Connects Online (Alt)	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/22/2016	6/30/2027
Idaho Digital Learning Academy	IDLA - Idaho Legislature	Digital Learning	Boise	Accredited	7/1/2002	6/30/2026
Idaho Falls High	Idaho Falls School District 91	High	Idaho Falls	Accredited	7/1/1920	6/30/2026
Idaho Fine Arts Academy	West Ada Joint School District	High	Meridian	Accredited	7/1/2007	6/30/2025
Idaho Future Ready Academy	Wilder District	Digital Learning	Wilder	Accredited	3/31/2023	6/30/2029
Idaho Home Learning Academy	Oneida County District	Digital Learning	Malad City	Accredited	6/15/2021	6/30/2028
Idaho School for the Deaf and Blind	State Department of Education	Unit	Gooding	Accredited	7/1/1994	6/30/2030
Idaho Science and Technology Charter	ID Public Charter Commission	Elementary	Blackfoot	Accredited	6/22/2016	6/30/2027

Idaho Youth Challenge Academy	Orofino Joint School District 171	SpPurp - Tutoring	Pierce	Accredited	6/25/2015	6/30/2026
Independence High	Blackfoot District	High	Blackfoot	Accredited	7/1/2004	6/30/2027
Initial Point High	Kuna Joint District	High	Kuna	Accredited	7/1/2009	6/30/2030
Innercept Academy	Private	High	Coeur d'Alene	Accredited	7/1/2006	6/30/2030
Innovate Academy and Prep School	Private	Unit	Eagle	Accredited	6/28/2023	6/30/2029
INSPIRE, Idaho Connections Acad	ID Public Charter Commission	Digital Learning	Boise	Accredited	7/1/2006	6/30/2027
Integrated Interventions	Private	Digital Learning	Hayden	Accredited	3/31/2023	6/30/2029
iSucceed Virtual High	ID Public Charter Commission	Digital Learning	Boise	Accredited	7/1/2008	6/30/2029
J. Russell Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025
Jefferson High	Jefferson County Jt District	High	Menan	Accredited	7/1/2003	6/30/2026
Jenifer Middle	Lewiston Ind School Dist No. 1	Middle	Lewiston	Accredited	7/1/1989	6/30/2029
Jerome High	Jerome Joint District	High	Jerome	Accredited	7/1/1924	6/30/2026
John V Evans Elementary	Cassia County Joint District	Elementary	Burley	Accredited	3/31/2020	6/30/2029
Juniper Hills - Nampa	Idaho Dep of Juv Correction	SpPu Adj Students	Nampa	Accredited	7/1/2006	6/30/2026
Juniper Hills High School-St. Anthony	Idaho Dep of Juv Correction	SpPu Adj Students	St. Anthony	Accredited	7/1/1984	6/30/2026
Juniper Hills School - Lewiston	Idaho Dep of Juv Correction	SpPu Adj Students	Lewiston	Accredited	7/1/2007	6/30/2026
Kamiah High	Kamiah Joint District	High	Kamiah	Accredited	7/1/1941	6/30/2028
Kellogg High	Kellogg Joint District	High	Kellogg	Accredited	7/1/1920	6/30/2027
Kendrick Jr/Sr High	Kendrick Joint School District	High	Kendrick	Accredited	7/1/1997	6/30/2030
Kimberly High	Kimberly District	High	Kimberly	Accredited	7/1/1934	6/30/2028
Kootenai Bridge Academy	ID Public Charter Commission	High	Coeur D Alene	Accredited	7/1/2009	6/3/2029
Kootenai Jr Sr High	Kootenai District	High	Harrison	Accredited	7/1/1985	6/30/2030
Kuna High	Kuna Joint District	High	Kuna	Accredited	7/1/1934	6/30/2030
Lake City High	Coeur D'Alene District	High	Coeur d'Alene	Accredited	7/1/1994	6/30/2028
Lake Pend Oreille High	Lake Pend Oreille District	High	Sandpoint	Accredited	6/18/2012	6/30/2026
Lakeland High	Lakeland School District	High	Rathdrum	Accredited	7/1/1939	6/30/2027
Lakeside High	Plummer-Worley Joint District	High	Plummer	Accredited	7/1/1928	6/30/2028
Lapwai Middle/High	Lapwai School District	High	Lapwai	Accredited	7/1/1934	6/30/2027
Leadore School	South Lemhi District	Unit	Leadore	Accredited	7/1/2007	6/30/2027
Legacy Charter School	ID Public Charter Commission	Elementary	Nampa	Accredited	6/18/2012	6/30/2025
Lena Whitmore Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025

Les Bois Jr. High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Lewiston High	Lewiston Ind School Dist No. 1	High	Lewiston	Accredited	7/1/1920	6/30/2029
Liberty Charter	ID Public Charter Commission	Unit	Nampa	Accredited	7/1/2002	6/30/2028
Lighthouse Christian School	Private	High	Twin Falls	Accredited	7/1/2006	6/30/2030
Lincoln High	Bonneville Joint District	High	Idaho Falls	Accredited	7/1/2003	6/30/2026
Mackay Junior Senior High	Mackay Joint District	High	Mackay	Accredited	7/1/2007	6/30/2025
Madison High	Madison School District 321	High	Rexburg	Accredited	7/1/1934	6/30/2027
Madison Junior High	Madison School District 321	Middle	Rexburg	Accredited	7/1/2008	6/30/2028
Magic Valley High	Twin Falls School District	High	Twin Falls	Accredited	7/1/2003	6/30/2025
Malad High	Oneida County District	High	Malad	Accredited	7/1/1936	6/30/2025
Marsh Valley High	Marsh Valley Joint District	High	Arimo	Accredited	7/1/1934	6/30/2026
Marsing High	Marsing Joint District	High	Marsing	Accredited	7/1/1970	6/30/2027
McCall-Donnelly High	McCall-Donnelly School District	High	McCall	Accredited	7/1/1946	6/30/2026
McGhee Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
McSorley Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Meadows Valley School	Meadows Valley District	Unit	New Meadows	Accredited	7/1/1973	6/30/2029
Melba Middle/High	Melba Joint District	High	Melba	Accredited	7/1/1941	6/30/2026
Meridian Academy High	West Ada Joint School District	High	Meridian	Accredited	7/1/2003	6/30/2025
Meridian Medical Arts Charter	West Ada Joint School District	High	Meridian	Accredited	7/1/2005	6/30/2027
Meridian Senior High	West Ada Joint School District	High	Meridian	Accredited	7/1/1934	6/30/2027
Meridian Technical Charter	West Ada Joint School District	High	Meridian	Accredited	7/1/2000	6/30/2027
Middleton Academy	Middleton School District	High	Middleton	Accredited	6/18/2012	6/30/2030
Middleton High	Middleton School District	High	Middleton	Accredited	7/1/1967	6/30/2030
Midvale School	Midvale District	Unit	Midvale	Accredited	7/1/1945	6/30/2025
Mini-Cassia Online Learning Acad	Cassia County Joint District	Digital Learning	Burley	Accredited	10/30/2020	6/30/2029
Minico High	Minidoka County Joint District	High	Rupert	Accredited	7/1/1929	6/30/2025
Moscow High	Moscow School District	High	Moscow	Accredited	7/1/1920	6/30/2025
Moscow Middle	Moscow School District	Middle	Moscow	Accredited	7/1/1974	6/30/2025
Mountain Home High	Mountain Home School District 193	High	Mountain Home	Accredited	7/1/1923	6/30/2026
Mountain View Alternative High	Lakeland School District	High	Rathdrum	Accredited	7/1/2007	6/30/2027
Mountain View Elementary	Cassia County Joint District	Elementary	Burley	Accredited	6/21/2018	6/30/2029
Mountain View High	West Ada Joint School District	High	Meridian	Accredited	7/1/2005	6/30/2029
Mt. Harrison Junior/Senior High	Minidoka County Joint District	High	Heyburn	Accredited	7/1/2007	6/30/2028
Mullan School	Mullan District	Unit	Mullan	Accredited	7/1/1922	6/30/2030

Murtaugh Schools	Murtaugh Joint District	Unit	Murtaugh	Accredited	7/1/1958	6/30/2026
Nampa Academy	Nampa School District	High	Nampa	Accredited	6/27/2024	6/30/2030
Nampa Christian Schools, Inc.	Private	Unit	Nampa	Accredited	7/1/1984	6/30/2025
Nampa High	Nampa School District	High	Nampa	Accredited	7/1/1920	6/30/2026
Nampa Online Virtual Academy	Nampa School District	Digital Learning	Nampa	Accredited	6/30/2022	6/30/2027
New Horizon High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/2007	6/30/2027
New Plymouth High	New Plymouth District	High	New Plymouth	Accredited	7/1/1950	6/30/2025
New Vision High	Post Falls School District	High	Post Falls	Accredited	6/26/2014	6/30/2030
Nezperce School	Nezperce Joint District	Unit	Nez Perce	Accredited	7/1/1938	6/30/2029
North Fremont Jr/Sr High	Fremont County Joint District	High	Ashton	Accredited	7/1/1931	6/30/2028
North Gem Senior High	North Gem District	High	Bancroft	Accredited	7/1/1942	6/30/2026
North Idaho Christian School	Private	Unit	Hayden	Accredited	6/25/2015	6/30/2025
North Idaho Stem Charter Acad	ID Public Charter Commission	Unit	Rathdrum	Accredited	6/25/2015	6/30/2025
North Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
North Star Charter	ID Public Charter Commission	Unit	Eagle	Accredited	7/1/2007	6/30/2025
North Valley Academy	ID Public Charter Commission	Unit	Gooding	Accredited	7/1/2008	6/30/2028
NW Children's Home Ed Center	ID Dep of Health and Welfare	SpPu Adj Students	Lewiston	Accredited	7/1/1981	6/30/2027
Notus Jr/Sr High	Notus District	High	Notus	Accredited	7/1/2002	6/30/2030
Oakley Elementary	Cassia County Joint District	Elementary	Oakley	Accredited	6/21/2018	6/30/2029
Oakley Jr/Sr High	Cassia County Joint District	High	Oakley	Accredited	7/1/1948	6/30/2029
Orchards Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Orofino Elementary	Orofino Joint School District 171	Elementary	Orofino	Accredited	6/15/2021	6/30/2026
Orofino High	Orofino Joint School District 171	High	Orofino	Accredited	7/1/1934	6/30/2026
Owyhee High	West Ada Joint School District	High	Meridian	Accredited	6/28/2023	6/30/2029
Paradise Creek Regional High	Moscow School District	High	Moscow	Accredited	7/1/2007	6/30/2025
Parma High	Parma District	High	Parma	Accredited	7/1/1934	6/30/2026
Pathways in Education Nampa	Pathways Management Group	High	Nampa	Accredited	3/28/2018	6/30/2028
Payette High	Payette Joint District	High	Payette	Accredited	7/1/1921	6/30/2028
Payette River Reg Tech Academy	Emmett Independent District	Career Technical	Emmett	Accredited	7/1/2009	6/30/2030
Peck Elementary	Orofino Joint School District 171	Elementary	Peck	Accredited	6/15/2021	6/30/2026
Pocatello High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/1918	6/30/2030
Post Falls High	Post Falls School District	High	Post Falls	Accredited	7/1/1934	6/30/2027
Potlatch Jr/Sr High	Potlatch School District 285	High	Potlatch	Accredited	7/1/1934	6/30/2028

Prairie Jr/Sr High	Cottonwood Joint District	High	Cottonwood	Accredited	7/1/1934	6/30/2029
Preston High	Preston School District 201	High	Preston	Accredited	7/1/1935	6/30/2028
Priest River-Lamanna High	West Bonner County District	High	Priest River	Accredited	7/1/1942	6/30/2027
Project Impact STEM Academy	ID Public Charter Commission	Unit	Kuna	Accredited	3/31/2021	6/30/2027
Project PATCH School	Private	High	Garden Valley	Accredited	7/1/2003	6/30/2030
Raft River Elementary	Cassia County Joint District	Elementary	Malta	Accredited	6/21/2018	6/30/2029
Raft River Jr/Sr High	Cassia County Joint District	High	Malta	Accredited	7/1/1960	6/30/2029
Rebound School of Opportunity	West Ada Joint School District	High	Meridian	Accredited	6/22/2016	6/30/2026
Renaissance High	West Ada Joint School District	High	Meridian	Accredited	7/1/2010	6/30/2029
Richard McKenna Charter High	ID Public Charter Commission	High	Mountain Home	Accredited	7/1/2000	6/30/2030
Richfield School	Richfield District	Unit	Richfield	Accredited	7/1/1988	6/30/2026
Ridgevue High	Vallivue School District	High	Nampa	Accredited	6/20/2017	6/30/2027
Rigby High	Jefferson County Jt District	High	Rigby	Accredited	7/1/1937	6/30/2030
Rimrock Jr/Sr High	Bruneau-Grand View Joint School Di	High	Bruneau	Accredited	7/1/1980	6/30/2027
Ririe Jr/Sr High	Ririe Joint School District 252	High	Ririe	Accredited	7/1/1945	6/30/2027
RISE Charter School	Kimberly District	Elementary	Kimberly	Accredited	6/28/2023	6/30/2029
Riverglen Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Riverstone International School	Private	Unit	Boise	Accredited	7/1/2001	8/30/2030
Robert Janss School	ID Department of Corrections	SpPu Adj Students	Boise	Accredited	7/1/1984	6/30/2028
Rockland Public School	Rockland District	Unit	Rockland	Accredited	7/1/2007	6/30/2027
Rocky Mountain High	West Ada Joint School District	High	Meridian	Accredited	7/1/2008	6/30/2027
Sacajawea Middle	Lewiston Ind School Dist No. 1	Middle	Lewiston	Accredited	7/1/1989	6/30/2029
Sage International School Middleton	ID Public Charter Commission	Unit	Middleton	Accredited	6/30/2022	6/30/2028
Sage International School of Boise	ID Public Charter Commission	Unit	Boise	Accredited	6/22/2013	6/30/2029
Salmon Jr.-Sr. High	Salmon District	High	Salmon	Accredited	7/1/1931	6/30/2028
Salmon River High	Salmon River Joint School Dist	High	Riggins	Accredited	7/1/2007	6/30/2027
Sandpoint High	Lake Pend Oreille District	High	Sandpoint	Accredited	9/1/1920	6/30/2025
Shelley High	Shelley Joint District	High	Shelley	Accredited	7/1/1935	6/30/2025
Shoshone High	Shoshone Joint District	High	Shoshone	Accredited	7/1/1929	6/30/2030
Shoshone-Bannock Jr./Sr. High	Bureau of Indian Affairs	High	Pocatello	Accredited	7/1/1984	6/30/2030
Silver Creek High	Blaine County District	High	Hailey	Accredited	7/1/2010	6/30/2030
Skyline High	Idaho Falls School District 91	High	Idaho Falls	Accredited	7/1/1966	6/30/2026
Skyview High	Nampa School District	High	Nampa	Accredited	7/1/1997	6/30/2027

Snake River High	Snake River District	High	Blackfoot	Accredited	7/1/1934	6/30/2025
Snake River Opportunities High	Snake River District	Digital Learning	Blackfoot	Accredited	6/30/2022	6/30/2028
Soda Springs High	Soda Springs Joint District	High	Soda Springs	Accredited	7/1/1933	6/30/2029
South Fremont High	Fremont County Joint District	High	St. Anthony	Accredited	7/1/1928	6/30/2028
South Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
St. John Bosco Academy	Private	Unit	Cottonwood	Accredited	7/1/2007	6/30/2027
St. Marie's High	St Maries Joint District	High	St Marie's	Accredited	7/1/1921	6/30/2025
Sugar-Salem High	Sugar-Salem District 322	High	Sugar City	Accredited	7/1/1936	6/30/2025
Sugar-Salem Junior High	Sugar-Salem District 322	Middle	Sugar City	Accredited	6/26/2014	6/30/2025
Sugar-Salem Online	Sugar-Salem District 322	Digital Learning	Sugar City	Accredited	3/31/2023	6/30/2025
Swan Falls High	Kuna Joint District	High	Kuna	Accredited	3/29/2024	6/30/2030
Tammany High	Lewiston Ind School Dist No. 1	High	Lewiston	Accredited	6/25/2015	6/30/2029
Taylor's Crossing Charter School	ID Public Charter Commission	Unit	Idaho Falls	Accredited	7/1/2007	6/30/2028
Technical Careers High	Bonneville Joint District	Career Technical	Idaho Falls	Accredited	6/26/2014	6/30/2030
Teton High	Teton County District	High	Driggs	Accredited	7/1/1997	6/30/2030
The North Fork School	Private	High	McCall	Accredited	7/1/2001	6/30/2025
Thomas Jefferson Charter School	ID Public Charter Commission	Unit	Caldwell	Accredited	7/1/2007	6/30/2028
Thunder Ridge High	Bonneville Joint District	High	Idaho Falls	Accredited	6/19/2019	6/30/2025
Timberlake Senior High	Lakeland School District	High	Spirit Lake	Accredited	7/1/1998	6/30/2027
Timberline Elementary	Orofino Joint School District 171	Elementary	Weippe	Accredited	6/15/2021	6/30/2026
Timberline High	Orofino Joint School District 171	High	Weippe	Accredited	7/1/1970	6/30/2026
Timberline High	Boise Independent District	High	Boise	Accredited	7/1/1998	6/30/2030
Treasure Valley Classical Academy	ID Public Charter Commission	Unit	Fruitland	Accredited	3/29/2024	6/30/2030
Troy School	Troy School District	Unit	Troy	Accredited	7/1/1934	6/30/2026
Turning Winds Academic Institute	Private	High	Troy	Accredited	7/1/2007	6/30/2026
Twin Falls Christian Academy	Private	Unit	Twin Falls	Accredited	6/22/2016	6/30/2025
Twin Falls High	Twin Falls School District	High	Twin Falls	Accredited	7/1/1918	6/30/2027
Union High	Nampa School District	High	Nampa	Accredited	7/1/2007	6/30/2027
Valley High	Valley District	High	Hazelton	Accredited	7/1/1928	6/30/2026
Valley View Alternative High	Sugar-Salem District 322	High	Sugar City	Accredited	10/31/2018	6/30/2025
Vallivue Academy	Vallivue School District	High	Caldwell	Accredited	7/1/2008	6/30/2027
Vallivue High	Vallivue School District	High	Caldwell	Accredited	7/1/1963	6/30/2027
Valor Christian High	Private	High	Sandpoint	Accredited	6/27/2024	6/30/2026
Venture Academy	Coeur D'Alene District	High	Coeur d'Alene	Accredited	7/1/2007	6/30/2028

Victory Charter School	ID Public Charter Commission	Unit	Nampa	Accredited	7/1/2008	6/30/2028
Virtual School House	West Ada Joint School District	Digital Learning	Meridian	Accredited	6/15/2021	6/30/2026
Vision Charter School	ID Public Charter Commission	Unit	Caldwell	Accredited	7/1/2010	6/30/2029
Wakapa Academy	Buhl Joint District	High	Buhl	Accredited	6/28/2023	6/30/2029
Wallace Jr./Sr. High	Wallace School District 393	High	Wallace	Accredited	7/1/1920	6/30/2029
Watersprings School	Private	High	Idaho Falls	Accredited	7/1/2010	6/30/2026
Webster Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Weiser High	Weiser School District	High	Weiser	Accredited	7/1/1920	6/30/2030
Wendell High	Wendell District	High	Wendell	Accredited	7/1/1934	6/30/2025
West Jefferson High	West Jefferson District	High	Terreton	Accredited	7/1/1967	6/30/2026
West Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
West Park Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025
West Side High	West Side Joint District	High	Dayton	Accredited	7/1/1968	6/30/2030
White Pine Charter School	ID Public Charter Commission	Unit	Ammon	Accredited	6/28/2023	6/30/2029
White Pine Elementary	Cassia County Joint District	Elementary	Burley	Accredited	6/21/2018	6/30/2029
Whitman Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Wilder Middle High	Wilder District	High	Wilder	Accredited	7/1/1939	6/30/2025
Wood River High	Blaine County District	High	Hailey	Accredited	7/1/1941	6/30/2026
Xavier Charter School	ID Public Charter Commission	Unit	Twin Falls	Accredited	7/1/2008	6/30/2029

	Systems Accredited Districts					
Cassia County Joint District	Cassia County Joint District		Burley	Accredited	6/21/2018	6/30/2029
Idaho Department of Juvenile Corrections	State Department of Corrections		Boise	Accredited	6/15/2021	6/30/2026
Lewiston Independent School District No. 1	Lewiston Independent School District		Lewiston	Accredited	6/20/2017	6/30/2029
Moscow School District	Moscow School District		Moscow	Accredited	6/25/2015	6/30/2025
Orofino Joint School District 171	Orofino Joint School District		Orofino	Accredited	6/15/2021	6/30/2026
Sugar-Salem District 322	Sugar-Salem School District		Sugar City	Candidate		6/30/2025

Accredited School by Category	Public / Charter	Private / Agency	Total
High/Career Technical	177	11	188
Middle	15	0	15

Elementary	32	3	35
Unit (K-12)	42	13	55
Digital	17	1	18
Supplementary	0	0	0
Special Purpose (Adjudicated, Tutoring, Wilderness)	6	1	7
Early Childhood	0	0	0
District	6	0	
Total	**295**	**29**	**318**

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Notification of Schools Approved to Operate with Less Than Ten (10) Students Reported in Average Daily Attendance

REFERENCE

October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2019	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2020	Superintendent reported to the Board that six (6) schools had requested approval and six (6) were approved.
October 2021	Superintendent reported to the Board that five (5) schools had requested approval and five (5) were approved.
October 2022	Superintendent reported to the Board that five (5) schools had requested approval and five (5) were approved.
August 2023	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
August 2024	Superintendent reported to the Board that ten (10) schools had requested approval and ten (10) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1003(2)(f)

BACKGROUND/DISCUSSION

Idaho Code 33-1003(2)(f) states that *"Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education."* At the November 18, 1999, meeting, the State Board of Education (Board) delegated authority to the 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 made a request to operate with less than ten (10) students in average daily attendance for the upcoming school year.

Idaho Code 33-1003(2)(f) requires that any school operating with less than ten (10) average daily attendance shall only be allowed to participate in state or county financial support programs if the school has been approved to operate by the State Board of Education.

A report listing the elementary schools that have requested to operate with less than ten average daily attendance and whether approval was granted is to be provided to the Board at a meeting.

Subsequent to the sharing of the approval of the ten schools approved to operate with less than ten average daily attendance during the 2024-2025 school year at the August 2024 Board meeting, Orofino Joint School District 171 submitted a request to operate a school that may have less than ten average daily attendance during the 2024-2025 school year. Superintendent Critchfield approved that request. (Attachment 1)

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 – Superintendent Critchfield's approval and list of all approved schools for 2024-2025

BOARD ACTION

This item is for informational purposes only.

Date: September 26, 2024

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.

In August, you approved a list of ten schools requesting permission to operate during the 2024-2025 school year with less than 10 average daily attendance. Subsequent to that approval, Orofino 171 requested approval to operate a school that may have less than 10 students in average daily attendance during this school year. The attached list shows all school districts and elementary schools that have requested approval to operate during the 2024-2025 school year that are anticipating there could be less than ten average daily attendance, including the ten you have already approved. Upon receiving your approval, I will prepare materials for the December State Board of Education meeting as well as an email to Orofino 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 attached list of schools to operate during the 2024-2025 school year with less than ten (10) average daily attendance.

Debbie Critchfield

2024-2025 Elementary Schools Approved to Operate with Less than 10 ADA
Idaho Code 33-1003(2)(f)

Approved September, 2024

School District Name	Bldg Number	Building Name	Estimated Enrollment	Superintendent / Contact
171 Orofino	481	Cavendish-Teakean Elementary	14	Jason Hunter (Interim Super.)

Approved August, 2024

School District Name	Bldg Number	Building Name	Estimated Enrollment	Superintendent / Contact
071 Garden Valley	398	Lowman Elementary	4	Pat Goff
111 Butte County	438	Howe Elementary	4	Joe Steele
191 Prairie	491	Prairie Elem-Jr High	5	Randy Davison (Board Chair)
221 Emmett	710	Ola Elementary	11	Craig Woods
244 Mountain View	1287	Elk City School	8-10	Kim Spacek
261 Jerome	297	Jerome Academy	10	Pat Charlton
292 S. Lemhi	765	Tendoy Elementary	< 10	Kevin Ramsey
364 Pleasant Valley	800	Pleasant Valley Elem-Jr High	12	Heather Williams
394 Avery	820	Calder School	9	Megan Sindt
416 Three Creek	835	Three Creek Elem-Jr High	5	Shannon Ault (Head Teacher)