



STATE BOARD OF EDUCATION MEETING

August 12-13, 2026

**Idaho State University
ICCU Bengal Alumni Center
1601 E Bonneville St
Pocatello, ID 83201**

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

Wednesday, August 12, 2026 - 12:30 p.m. (Mountain Time)

EXECUTIVE SESSION – (Closed to the Public)

1. The Board convenes into Executive Session to consider presidential contracts pursuant to Idaho Code § 74-206(1)(b).

No action will be 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

BAHR

1. Board Policy V.V. Scholarships – Second Reading – Action Item
2. Boise State University – Event Security, Parking, and Traffic Control Services Contract with BEST Crowd Management – Action Item
3. Idaho State University – Head Softball Coach Contract – Action Item
4. University of Idaho – Head Basketball Coach Contract – Action Item

IRSA

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

PPGA

6. Data Management Council Appointments – Action Item
7. College of Idaho Educator Preparation Program Review – Action Item
8. Boise State University SPED Director Program Application – Action Item
9. Boise State University Literacy Specialist Program Application – Action Item
10. Board Policy I.B. Procedures Repeal – Second Reading – Action Item
11. Board Policy VII.A. CTE General Policies and Definitions – Second Reading – Action Item
12. Board Policy VII.B. CTE Program Delivery – Second Reading – Action Item

PUBLIC COMMENT

BOARD OF TRUSTEES - IDAHO STATE UNIVERSITY

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

COLLEGE OF EASTERN IDAHO

1. College of Eastern Idaho Annual Report – Information

WORK SESSION

IRSA

1. Nuclear Energy & Postsecondary Education: Aligning Idaho's Workforce Strategy – Information Item

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Board Agenda and Cover Page Changes – Information Item
2. Board Policy I.A. Policy Making Authority – Second Reading – Action Item
3. Board Policy VII.C. CTE Certification – Second Reading – Action Item
4. Educator Preparation Program Work Group Report – Information Item
5. Generative AI in Education Framework – Action Item
6. Rule Docket 08-0203-2602 Content Standards – Action Item
7. Rule Docket 08-0203-2601 Graduation Requirements and Assessment – Action Item
8. Rule Docket 08-0202-2601 Bullying and Certification – Action Item
9. Rule Docket 08-0202-2602 Driver Education – Action Item
10. Rule Docket 08-0202-2603 Accreditation Terminology – Action Item
11. Rule Docket 08-0601-2601 Resolution of Athletics Participation Disputes – Action Item
12. Rule Docket 08-0111-2601 Proprietary and Postsecondary Accreditation – Action Item
13. Strategic Plans of the Board, Agencies and Institutions – Action Item

Thursday, August 13, 2026 – 8:00 a.m. (Mountain Time)

COLLEGE OF SOUTHERN IDAHO

1. College of Southern Idaho Annual Report – Information Item

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's K-12 Update – Information Item
2. Mathematics Instructional Guide – Action Item
3. Praxis Steps Modular Assessment – Action Item
4. 2026 Curricular Materials Review – Action Item

WORK SESSION

IRSA

1. Ready for AI: Preparing Postsecondary Students for an AI-Integrated World – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2028 Budget Requests – Action Item
2. FY 2028 Capital Project Requests and Six-Year Plans – Action Item
3. Boise State University – FY 2026 Athletics Budget Update – Information Item
4. Idaho State University – P3 Student Housing Project Pre-Development Agreement – Action Item
5. University of Idaho – Design Authorization Proposed Joint Military Science & Veterans Assistance Center – Action Item
6. Idaho Division of Vocational Rehabilitation – Administrator Appointment – Action Item

REFERENCE MATERIALS

BAHR

1. NCAA Academic Progress Rate Reports

IRSA

2. Graduate Medical Education Committee Annual Report
3. Semi-Annual Report of Approved Program Requests

PPGA

4. Idaho State University Annual Report
5. College of Eastern Idaho Annual Report
6. College of Southern Idaho Annual Report

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.

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at (208) 332-1571.

If you wish to provide public comment in person at the Board Meeting, the deadline to sign up to speak is 10:00 a.m. (MT), August 10, 2026. To sign up for public comment, please contact the Office of the State Board of Education at board@edu.idaho.gov or (208) 332-1571.

BOARDWORK
AUGUST 12-13, 2026

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 June 16-18, 2026 Regular Board Meeting and the July 1, 2026 Special Board Meeting.

3. Rolling Calendar

BOARD ACTION

I move to set August 11, 2027 as the date for the August 2027 Regular Board Meeting to occur via videoconference originating from the Office of the State Board of Education in Boise.



STATE BOARD OF EDUCATION MEETING MINUTES

June 16, 17, & 18, 2026

Boise State University

Simplot Ballroom

1700 University Drive

Boise, ID 83725

A regular meeting of the Idaho State Board of Education was held at the Boise State University on June 16 – 18, 2026. Board President, Kurt Liebich, called the meeting to order at 8:01 a.m. (MT).

Present

Kurt Liebich, President

William G. Gilbert, Jr., Vice President

Cally Roach, Secretary

David Turnbull

Debbie Critchfield, Superintendent

Kurt Liebich

Shawn Keough

Cindy Siddoway

Peter C. Koehler

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

BAHR

1. David Turnbull, Board Member and Chair, Boise State President Search, Kurt Liebich, President, Idaho State Board of Education, and Jennifer White, Executive Director, Office of the State Board of Education (OSBE) announced, Dr. David Hahn as the Sole Finalist for the Boise State University President Search. – Information Item

EXECUTIVE SESSION – (Closed to the Public)

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

BOARD ACTION

M/S (Gilbert / Koehler) I move that the Board convene into Executive Session to conduct Presidential Evaluations pursuant to Idaho Code § 74-206(1)(b), consider a Boise State University personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b), and conduct the Executive Director evaluation pursuant to Idaho Code § 74-206(1)(b). Motion carried by roll call vote. (8 AYE, 0 NAY)

President Liebich convened the Board into Executive Session at 8:15 a.m.

President Liebich reconvened the Board into Regular Session at 4:03 p.m. and stated “The Board concluded its discussion and took no action on the matters discussed.”

President Liebich placed the Board at recess at 4:03 p.m.

President Liebich reconvened the meeting at 12:33 p.m. on Wednesday, June 17, 2026.

BOARD ACTION

David Turnbull requested a unanimous consent request to remove Item 6, Executive Officer’s Contracts, from the BAHR portion of the agenda. *There was no objection and the motion was granted.*

BOARDWORK

1. Agenda Review and Approval – Action Item

BOARD ACTION

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

2. Minutes Review and Approval – Action Item

BOARD ACTION

M/S (Turnbull / Keough) I move to approve the minutes for the April 15-16, 2026, Regular Board Meeting, the April 28, 2026, Special Board Meeting, and the May 19, 2026, Special Board Meeting. *Motion carried by voice vote.*

3. Rolling Calendar – Action Item

BOARD ACTION

M/S (Turnbull / Keough) I move to set June 15-17, 2027, as the dates, and Boise State University as the location, for the June 2027 Regular Board Meeting. *Motion carried by voice vote.*

CONSENT

BAHR

1. Boise State University – Employment Agreement for Head Football Coach – Action Item
2. Boise State University – Employment Agreement Amendments for Assistant Football Coaches – Action Item

3. Idaho State University – Network Infrastructure Replacement Financing Agreement – Action Item
4. University of Idaho – License Agreement Between UI and T-Mobile West, LLC – Action Item

IDE

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

IRSA

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

BOARD ACTION

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

BOARD OF TRUSTEES - BOISE STATE UNIVERSITY

1. Interim President, Nancy Glenn, Boise State University, (BSU), presented BSU's Annual Report.
2. Boise State University students, Carson Cole, ASBSU President; Dominic Mancini, ASBSU VP Greek Affairs; Bode Campos, Construction Management; Kasi Ward, Nursing; and Minnie Aagard, Orientation Leader; addressed the Board.
3. Boise State University employees, Paige Peterson, Asst. Director of Visit Experience, Admissions; Amy Ulappa, Professor, Department of Biological Sciences & VP of Faculty Senate; Don Warner, Professor of Chemistry and Biochemistry, Department of Chemistry and Biochemistry; Erik Hadley, Assistant Teaching Professor, Department of History and President of Faculty Senate; Hannah Carter, Associate Teaching Professor, Department of Teaching, Learning and Community Engagement; Cara Van Sant, Venture College Director, Division of Research and Economic Development; Natalie Maurant Hodges, Clinical Associate Professor, Director Interventional Radiology and Interventional Cardiology Programs, Advanced Medical Imaging Degree Coordinator, School of Medical Imaging and Radiologic Sciences; Jenny Alderden, Associate Professor, School of Nursing; addressed the Board.

President Liebich placed the Board at ease at 2:10 p.m.

President Liebich reconvened the Board at 2:23 p.m.

COLLEGE OF WESTERN IDAHO

1. Gordon Jones, President, College of Western Idaho (CWI), delivered CWI's Annual Report.

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent Critchfield provided a K-12 Update.
2. Superintendent Critchfield, Allison Duman, Director, K-12 Initiatives, and Jacque Deahl, State Coordinator, GEAR Up Idaho, presented the proposed changes to the College and Career Competencies for approval.

BOARD ACTION

M/S (Critchfield / Siddoway) I move to adopt the proposed changes to the College and Career Competencies, as submitted by the Idaho Department of Education, in Attachment 1. *Motion carried by voice vote.*

3. Superintendent Critchfield shared the necessary details of the Praxis Assessments and Qualifying Scores.

BOARD ACTION

M/S (Critchfield / Keough) I move to approve the adoption of Praxis Elementary Education Fundamentals Series 8003-8006 and multi-state qualifying scores as outlined in Attachment 2, effective September 1, 2026. *Motion carried by voice vote.*

President Liebich placed the Board at ease at 3:52 p.m.

President Liebich reconvened the meeting at 4:06 pm.

BUSINESS AFFAIRS AND HUMAN RESOURCES

2. Patrick Coulson, Chief Financial Officer, Office of the State Board of Education (OSBE) summarized the changes to Board Policy II.R., Retirement Plan Committee.

BOARD ACTION

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

3. Patrick Coulson outlined the modifications to Board Policy V.N., Grants and Contracts.

BOARD ACTION

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

4. Patrick Coulson reviewed the proposed changes to Board Policy V.V., Scholarships.

BOARD ACTION

M/S (Turnbull / Koehler) I move to approve the first reading of the amendments to Board Policy V.V. Scholarships, as presented in Attachment 1. *Motion carried by voice vote.*

5. Patrick Coulson summarized the FY2027 Appropriated Funds Operating Budgets.

BOARD ACTION

M/S (Turnbull / Roach) I move to approve the FY 2027 operating budgets for the Office of the State Board of Education, Idaho Public Television, Idaho Division of Vocational Rehabilitation, Idaho Public Charter School Commission, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28. *Motion carried by voice vote.*

Jenny Davidson, President of Friends of Idaho Public Television, Byron Yankey, and Kurt Liebich acknowledged and commended Jeff Tucker, General Manager of Idaho Public Television, for his service to the State of Idaho. The Board expressed its gratitude and congratulated Mr. Tucker on his retirement.

6. Patrick Coulson reviewed the proposed appointment of Scott Graf as General Manager, Idaho Public Television.

BOARD ACTION

M/S (Turnbull / Critchfield) I move to appoint Scott Graf as General Manager of Idaho Public Television at the rate of \$67.50/hour effective June 21st, 2026. *Motion carried by voice vote.*

President Liebich placed the Board at ease at 4:30 p.m.

President Liebich resumed the meeting at 4:36.

7. Drew Alexander, Associate Vice President, Campus Operations, BSU, and Annie Hightower, Chief Operating Officer, BSU delivered BSU's East Stadium Redevelopment Feasibility Study Update.

President Liebich placed the Board at recess at 5:03 p.m.

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

President Liebich reconvened the Board at 9:05 a.m.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Alison Henken, Policy Director, OSBE, Scott Thunstrom, Director, Content and Curriculum, Idaho Department of Education (IDE), and Greg Wilson, Chief of Staff, IDE, briefed the Board regarding the Idaho Comprehensive Literacy Plan.

BOARD ACTION

M/S (Keough / Siddoway) I move to approve the Idaho Comprehensive Literacy Plan as submitted in Attachment 1 and authorize the Idaho State Department of Education to make nonsubstantive administrative changes to the document, including formatting and addressing typographical errors, grammar, consistency, and syntax. *Motion carried by voice vote.*

2. Jeff Simmons, Superintendent, Idaho Digital Learning Academy (IDLA), provided the Board an overview of IDLA's Annual Report.
3. Peter Risse, Administrator, Division of Career Technical Education, (IDCTE), reported IDCTE's Annual Report.
4. Alison Henken and Peter Risse delivered the IDCTE Pedagogy Assessment for Certification for approval.

BOARD ACTION

M/S (Keough / Roach) I move to conditionally approve adoption of the NOCTI Construction 5463 Written Assessment for CTE industry endorsement use for an initial implementation period of three years, with a required review at the conclusion of the initial implementation period. *Motion carried by voice vote.*

5. Alison Henken and Peter Risse introduced the First Reading of Board Policy VII.A., CTE General Policies.

BOARD ACTION

M/S (Keough / Siddoway) I move to approve the first reading of amendments to Board Policy VII.A. as provided in Attachment 1. *Motion carried by voice vote.*

6. Alison Henken and Peter Risse introduced the First Reading of Board Policy VII.B., CTE Program Delivery.

BOARD ACTION

M/S (Keough / Koehler) I move to approve the first reading of amendments to Board Policy VII.B. as provided in Attachment 1. *Motion carried by voice vote.*

7. Alison Henken highlighted the proposed edits to Board Policy I.A., Policy Making Authority.

BOARD ACTION

M/S (Keough / Siddoway) I move to approve the first reading of amendments to Board Policy I.A., Policy Making Authority, as provided in Attachment 1. *Motion carried by voice vote.*

8. Alison Henken presented the First Reading of Board Policy I.B., Procedures Repeal.

BOARD ACTION

M/S (Keough / Roach) I move to approve the first reading of amendments to Board Policy I.B., Board Procedures, as provided in Attachment 1. *Motion carried by voice vote.*

9. Alison Henken outlined the Second Reading of Board Policy IV.D. Certification and the Career Ladder.

BOARD ACTION

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

10. Alison Henken and Peter Risse presented the First Reading of Board Policy VII.C., CTE Certification.

BOARD ACTION

M/S (Keough / Siddoway) I move to approve the first reading of Board Policy VII.C., Career Technical Educator Certification as provided in Attachment 1. *Motion carried by voice vote.*

11. Executive Director Jennifer White, OSBE, and Alison Henken delivered the Legislative Ideas - 2027 Legislative Session report.

BOARD ACTION

M/S (Keough / Roach) I move to approve the legislative ideas presented in Attachment 1 to move forward in the Executive Agency Legislative Process and I move to authorize the Executive Director to submit these legislative ideas or to remove or amend proposals as necessary through the Governor's legislative process. *Motion carried by voice vote.*

President Liebich placed the board at ease at 11:03 a.m.

President Liebich reconvened the Board at 11:16 a.m.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Jonathan Lashley, Deputy Chief Academic Officer, OSBE, and Heidi Estrem, Chief Academic Officer, OSBE, briefed the Board regarding the Open Education in Idaho Report 2026.
2. Heidi Estrem presented the Second Reading of Board Policy III.Q., Admission Standards.

BOARD ACTION

M/S (Roach / Turnbull) I move to approve the Second Reading of proposed amendments to Board Policy III.Q., Admission Standards as submitted in Attachment 1. *Motion carried by voice vote.*

3. Heidi Estrem reviewed the Second Reading of Board Policy III.V., Articulation and Transfer.

BOARD ACTION

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

4. Heidi Estrem presented the Second Reading of Board Policy III.D., Official Calendars.

BOARD ACTION

M/S (Roach / Keough) I move to approve the Second Reading of Board Policy III.D., Official Calendars as submitted in Attachment 1. *Motion carried by voice vote.*

5. Heidi Estrem summarized the proposed changes to Board Policy III.P., Students.

BOARD ACTION

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

6. Heidi Estrem explained the reasoning to repeal Board Policy III.T., Student Athletes.

BOARD ACTION

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

7. Heidi Estrem provided the Second Reading of Board Policy III.U., Instructional Material Access and Affordability.

BOARD ACTION

M/S (Roach / Siddoway) I move to approve the second reading of Board Policy III.U. Instructional Material Access and Affordability, as submitted in Attachment 1. *Motion carried by voice vote.*

8. Heidi Estrem presented the First Reading of Board Policy III.N., Statewide General Education.

BOARD ACTION

M/S (Roach / Turnbull) I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1. *Motion carried by voice vote.*

9. Heidi Estrem and Jonathan Lashley provided the Board a report on Dual Credit – Credit with a Purpose Strategy.

BOARD ACTION

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

President Liebich convened the meeting at 12:14 p.m.



STATE BOARD OF EDUCATION MEETING MINUTES

July 1, 2026

Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held at the offices of the Idaho State Board of Education on July 1, 2026. Board President, Kurt Liebich, called the meeting to order at 3:01 p.m. (MT).

Present

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

Kurt Liebich
Shawn Keough
Cindy Siddoway
Peter C. Koehler

EXECUTIVE SESSION – (Closed to the Public)

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

BOARD ACTION

M/S (Gilbert / Roach) I move that the Board convene into Executive Session to consider a Boise State University personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b). Motion carried by roll call vote (9 AYES, 0 NAYS).

The Board convened to Executive Session at 3:01 p.m.

Board President Kurt Liebich reconvened the Board into regular session at 3:38 p.m. and stated that the Board concluded its discussion and took no action on the matters discussed.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. David Turnbull introduced David Hahn for consideration as President of Boise State University.

BOARD ACTION

M/S (Gilbert / Turnbull) I move to approve the appointment of Dr. David W. Hahn as President of Boise State University, effective July 1, 2026, for a term of three (3) years, at an annual salary of \$480,000, and to authorize the Idaho State Board of Education President to execute an employment agreement with Dr. Hahn. *Motion carried by voice vote.*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

President Liebich requested unanimous consent to remove Agenda Item 2, CTE Industry Hours for Certification Temporary Rule. There was no objection and the item was removed.

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1. Alison Henken, Policy Director, Office of the State Board of Education (OSBE) and Nicholas Wagner, Rules Coordinator, OSBE, presented temporary proposed rule, Educational Expenses.

BOARD ACTION

M/S (Keough / Critchfield) I move to approve the temporary proposed rule, Docket No. 08-0203-2603, pertaining to eligible educational expenses for virtual schools. *Motion carried by voice vote.*

BOARD ACTION

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

President Liebich convened the meeting at 4:02 p.m.

CONSENT
AUGUST 12-13, 2026

TAB	DESCRIPTION	ACTION
1	BAHR – BOARD POLICY V.V. SCHOLARSHIPS – SECOND READING	Action Item
2	BAHR – BOISE STATE UNVIERSITY – EVENT SECURITY, PARKING, AND TRAFFIC CONTROL SERVICES CONTRACT WITH BEST CROWD MANAGEMENT	Action Item
3	BAHR – IDAHO STATE UNIVERSITY – HEAD SOFTBALL COACH CONTRACT	Action Item
4	BAHR – UNIVERSITY OF IDAHO – HEAD BASKETBALL COACH CONTRACT	Action Item
5	IRSA – BOARD POLICY III.N. STATEWIDE GENERAL EDUCATION – SECOND READING	Action Item
6	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS	Action Item
7	PPGA – COLLEGE OF IDAHO EDUCATOR PREPARATION PROGRAM REVIEW	Action Item
8	PPGA – BOISE STATE UNIVERSITY SPED DIRECTOR PROGRAM APPLICAITON	Action Item

CONSENT
AUGUST 12-13, 2026

TAB	DESCRIPTION	ACTION
9	PPGA – BOISE STATE UNIVERSITY LITERACY SPECIALIST PROGRAM APPLICATION	Action Item
10	PPGA – BOARD POLICY I.B. PROCEDURES REPEAL – SECOND READING	Action Item
11	PPGA – BOARD POLICY VII.A. CTE GENERAL POLICIES AND DEFINITIONS – SECOND READING	Action Item
12	PPGA – BOARD POLICY VII.B. CTE PROGRAM DELIVERY – SECOND READING	Action Item

SUBJECT

Board Policy V.V. Scholarships – Second Reading

BACKGROUND

Board staff, in coordination with institutional representatives, has identified the need to establish policy guardrails governing the use of the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship), administered by the Office of the State Board of Education (OSBE) pursuant to Idaho Code Section 33-4302.

The updated language for the proposed amendments to Policy V.V. was developed in consultation with select legislators and a contact at the U.S. Department of Veterans Affairs (VA) to ensure the proposed policy language is well-informed and appropriately scoped.

PROPOSAL

The proposed amendments to Policy V.V. establish guardrails for administration of the AF/PSOD Scholarship, addressing application deadlines, housing and meal plan fund alignment, study abroad parameters, disability status documentation, and recipient agreement requirements.

IMPACT

Approval of the proposed amendments will give institutions consistent guidance for administering the AF/PSOD Scholarship and ensure alignment with applicable state and federal requirements, supporting equitable and accountable administration of scholarship funds for qualifying service members, veterans, public safety officers, and their families.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were prepared by Board staff with input from legislative contacts and VA.

There have been no changes to the policy language from the first reading to the second reading.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendments – Clean
Attachment 2 – Proposed Policy Amendments – Redline

BOARD ACTION

I move to approve the second reading of the amendments to Board Policy V.V. Scholarships, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
AUGUST 12-13, 2026

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 49-418A
Idaho Code § 33-4302
Board Policy V.V. Scholarships

REFERENCE

October 2011	Board approved first reading of proposed amendments to Board Policy V.V.
February 2012	Board approved second reading of proposed amendments to Board Policy V.V.
June 2026	Board approved first reading of proposed amendments to Board Policy V.V.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: V. Scholarships

August 2026

1. Purpose: This policy establishes expectations and guidelines for the implementation of scholarship and grant programs managed by the Office of the State Board of Education and the state's public institutions and community colleges.

2. Definitions

- a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.
- b. Community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

3. Armed Forces / Public Safety Officer Dependent Scholarship

Per Idaho Code Section 33-4302, the Office of the State Board of Education (OSBE) administers the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship).

- a. The AF/PSOD Scholarship will have three application deadlines.
 - i. Fall semester: July 1
 - ii. Spring semester: December 1
 - iii. Summer semester: April 15
- b. AF/PSOD Scholarship funds will be provided in alignment with the lowest-cost housing option and the lowest-cost meal plan (typically covering 14 to 19 meals) of the institution the recipient attends. If an individual selects a higher cost housing or meal plan option, alternate funding must be used to cover the difference.
- c. AF/PSOD Scholarship funds may not be used to cover costs associated with study abroad unless approved via a separate application to the Scholarship Program Manager. The maximum amount of AF/PSOD Scholarship funds provided for a study abroad semester may not exceed the amount provided to the recipient for their most recent in-state semester.
- d. Disability status will be based on a documented disability determination that specifies unemployability from Veterans Affairs, PERSI, or the Social Security Administration. Disability determination documentation must be dated within the year prior to AF/PSOD Scholarship application submission. Any changes to the scholarship recipient's disability status must be reported to the OSBE Scholarship Program Manager within 30 days of the change.
- e. To accept and receive an AF/PSOD Scholarship, the recipient must confirm their agreement to the terms of the scholarship, including but not limited to required

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: V. Scholarships

August 2026

communication regarding changes to their enrollment institution and enrollment status.

4. College and University License Plates (Idaho Code § 49-418A)

Funds from the college and university special license plate program shall be used only as follows:

- a. To fund scholarships for Idaho residents attending the institution. Each institution may either create a new scholarship or fund existing scholarships so long as the scholarship recipients are Idaho residents as defined by Idaho Code and the rules of the Board.
- b. To contribute to academic programs. Provided, however, that this use of such funds shall be on the following conditions:
 - i. Such funds must be matched in at least equal amounts to non-state, non-federal, and non-local governmental funds.
 - ii. Such use requires prior approval of the Board.

5. Each institution participating in the college and university license plate program shall, upon request, present a detailed report to the Board of all recipients and distributions of all funds from said program.

Said report shall include, at a minimum; a complete accounting of the receipts; a complete accounting of the disbursements; what scholarships were funded and in what amounts; a brief description of the scholarship requirements or criteria; a list of the recipients of scholarships funded; the academic programs to which contributions were made and in what amounts; the amount and source of non-governmental matching funds contributed to academic programs in conjunction with the license plate funds; and any projected future use of said funds.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: V. Scholarships

~~February 2012~~ **August 2026**

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2. Definitions

- a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.
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Per Idaho Code Section 33-4302, the Office of the State Board of Education (OSBE) administers the Armed Forces / Public Safety Officer Dependent Scholarship (AF/PSOD Scholarship).

- a. The AF/PSOD Scholarship will have three application deadlines.
 - i. Fall semester: July 1
 - ii. Spring semester: December 1
 - iii. Summer semester: April 15
- b. AF/PSOD Scholarship funds will be provided in alignment with the lowest-cost housing option and the lowest-cost meal plan (typically covering 14 to 19 meals) of the institution the recipient attends. If an individual selects a higher cost housing or meal plan option, alternate funding must be used to cover the difference.
- c. AF/PSOD Scholarship funds may not be used to cover costs associated with study abroad unless approved via a separate application to the Scholarship Program Manager. The maximum amount of AF/PSOD Scholarship funds provided for a study abroad semester may not exceed the amount provided to the recipient for their most recent in-state semester.
- d. Disability status will be based on a documented disability determination that specifies unemployability from Veterans Affairs, PERSI, or the Social Security Administration. Disability determination documentation must be dated within the year prior to AF/PSOD Scholarship application submission. Any changes to the scholarship recipient's disability status must be reported to the OSBE Scholarship Program Manager within 30 days of the change.
- e. To accept and receive an AF/PSOD Scholarship, the recipient must confirm their agreement to the terms of the scholarship, including but not limited to required communication regarding changes to their enrollment institution and enrollment status.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: V. Scholarships

~~February 2012~~ August 2026

4. College and University License Plates (Idaho Code § 49-418A)

~~4.~~ Funds from the college and university special license plate program shall be used only as follows:

- a. To fund scholarships for Idaho residents attending the institution. Each institution may either create a new scholarship or fund existing scholarships so long as the scholarship recipients are Idaho residents as defined by Idaho Code and the rules of the Board.
- b. To contribute to academic programs. Provided, however, that this use of such funds shall be on the following conditions:
 - i. Such funds must be matched in at least equal amounts to non-state, non-federal, and non-local governmental funds.
 - ii. Such use requires prior approval of the Board.

~~25.~~ Each institution participating in the college and university license plate program shall, upon request, present a detailed report to the Board of all recipients and distributions of all funds from said program.

Said report shall include, at a minimum; a complete accounting of the receipts; a complete accounting of the disbursements; what scholarships were funded and in what amounts; a brief description of the scholarship requirements or criteria; a list of the recipients of scholarships funded; the academic programs to which contributions were made and in what amounts; the amount and source of non-governmental matching funds contributed to academic programs in conjunction with the license plate funds; and any projected future use of said funds.

SUBJECT

Boise State University – Contract for Event Security, Parking, and Traffic Control Services with BEST Crowd Management

BACKGROUND

An environment of safety and security is critical for institutions to cultivate a climate conducive to knowledge and learning.

Boise State University (BSU) has historically utilized third-party contractors to provide security services for athletic and other campus events, including concerts, in conjunction with BSU's Department of Public Safety and the Boise Police Department. BSU currently has a contract with BEST Crowd Management to provide security services for athletic and other campus events, including concerts, commencement ceremonies and other campus activities. With the term of its current contract nearing expiration, BSU issued a Request for Proposals (RFP) to solicit proposals from contractors desiring to provide event security services at BSU. Key stakeholders at the University were included in the RFP creation and evaluation process as part of the Evaluation Team.

After evaluating all responses in accordance with the RFP and standard purchasing policies and procedures, BSU again selected BEST Crowd Management.

The contract for event security, parking and traffic control services is a one (1) year contract, with up to four (4) optional annual renewals. It will be used to provide security services for events and supplemental security services on an as-needed basis. That is, the costs are not fixed but rather are associated with the costs associated with each event's staffing requirements. These services are primarily utilized by the following University departments: Athletics, Public Safety, and University Event Services.

BEST Crowd Management's proposed pricing was compared to pricing established under the previous contract (RFP LB22-125). Comparable labor categories increased between 7.9% and 20.2%, with an average increase of approximately 16.1% over the four (4) year period. These increases are consistent with labor market inflation and wage pressures experienced across the event staffing and security industries.

The proposed pricing also reflects an expanded scope of services, including parking operations, traffic control services, parking supervision, and K-9 support capabilities that were not included in the previous contract. Additionally, BEST eliminated the Director of Operations charge, previously billed at \$36.78 per hour, and continues to provide training, uniforms, equipment, background checks, scheduling systems, insurance, supervision, and administrative support within its fully burdened rates.

BSU has recently hosted and intends in the future to host large stadium concerts

and events annually which could significantly increase the need for event security services and in turn the costs paid to BEST. It should be noted, however, that such costs would be in part offset by the revenue of such an event and in part reimbursed by the concert promoter. Additionally, some of the costs of this contract are passed on to third parties - for example, if a couple hosts a wedding on campus and serves alcohol, the cost of event security is charged to them.

In analyzing historical costs along with forecasting costs, BSU anticipates that the contract cost will likely not exceed \$5,000,000 over the course of the potential 5-year term.

PROPOSAL

BSU requests Board approval to award its RFP for event security, parking, and traffic control services to BEST Crowd Management, as detailed in Attachments 1-3. The contract is for a one-year term with up to four (4) optional annual renewals, with total costs not expected to exceed \$5,000,000 over the potential five-year term.

IMPACT

Securing a comprehensive, five (5) year partnership for event security and parking management will directly safeguard the BSU campus community while elevating the fan and visitor experience. By deploying highly trained, licensed personnel who excel in crowd management and rapid emergency response, BSU ensures a safe, seamless environment across all venues, whether managing intimate campus gatherings or coordinating high-capacity stadium events.

Furthermore, integrating services from strategic pre-event planning to rigorous post-event analysis will optimize operational efficiency, mitigate logistical bottlenecks during concurrent events, and protect BSU's reputation as a premier, secure host for all who attend.

ATTACHMENTS

Attachment 1 – Event Security, Parking and Traffic Control Services
RFP LB26-028

Attachment 2 – BEST's Responsive Proposal – Technical Proposal (Redacted)

Attachment 3 – BEST's Responsive Proposal – Cost Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed BSU's RFP process and the resulting contract with BEST Crowd Management and finds both to be consistent with Board policy and standard purchasing procedures.

Board staff recommends approval.

CONSENT
AUGUST 12-13, 2026

BOARD ACTION

I move to approve the request by Boise State University to award its RFP for event security, parking, and traffic control services to BEST Crowd Management as outlined herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Board Policy V.I.2.a. Real and Personal Property and Services

REFERENCE

February 2020

Board approved contract with MAV Event Services, LLC (MAV) to provide event security services.

June 2022

Board approved contract with BEST Crowd Management to provide event security services.



REQUEST FOR PROPOSAL

RFP LB26-028

Event Security, Parking, and Traffic Control Services

Issue Date: 03/09/2026

RFP Administrative Information

RFP Title:	RFP No. LB26-028 Event Security, Parking, and Traffic Control Services
RFP Lead/Address to deliver response:	Logan Brudenell 1910 University Dr, MS-1210 Boise, ID 83725-1210 Email: loganbrudenell@boisestate.edu
Proposal Submittal:	Email Address: solicitation@boisestate.edu (Solicitation responses ONLY. All other correspondence should be directed to the RFP Lead as listed above)
University Procurement and Vendor Services	https://www.boisestate.edu/vpfa-p2p/ (information and updates posted here)
Optional Pre-Proposal Teleconference:	03/13/2026, 10:00 AM MST (Details will be provided upon RSVP)
Deadline to Receive Questions:	03/27/2026 5:00PM MST
Anticipated Release of Answers to Questions:	On or around 04/03/2026 https://www.boisestate.edu/vpfa-p2p/
RFP Closing Date:	04/17/2026 by 5:PM MST - Late responses will not be accepted.
RFP Opening Date:	10:30AM MST in the Procurement and Vendor Services Offices on the first work day following the Closing Date. (Opening will be completed virtually. Email RFP Lead for attendance details.) 04/20/2026
Validity of Proposal:	Proposals are to remain valid for one hundred eighty (180) calendar days after the scheduled RFP Closing Date. Proposals submitted with a validity period of less than this will be found non-responsive and will not be considered.
Initial Term of Contract and Renewals:	The initial term of the Contract will be for one (1) year. Optional one (1) year terms may mutually agree to, in writing, by the parties for up to four (4) consecutive optional years (collectively, the contract's "TERM").

Boise State University Overview

[Boise State University](#) ("University") is a public, higher-education institution and the largest university in Idaho, enrolling 25,831 students from every state and more than 60 countries. The University is dedicated to excellence in innovative teaching, cutting edge scholarship, and meaningful community outreach, serving the State of Idaho, region, nation, and global communities from the unique mindset of "[Blue Turf Thinking](#)."

Boise State offers more than 200 areas of study with undergraduate, technical, master's and doctoral programs and course offerings across multiple colleges including Arts and Sciences, Business and Economics, Education, Engineering, Graduate College, Health Sciences, Honors College, Innovation and Design, and School of Public Service.

Boise State is committed to fostering an environment where research and creative activity thrive and is a designated doctoral research institution with high research activity by the Carnegie Classification of Institutions of Higher Education. The University has strong ties to the community, region, and the area's industry leaders, leading to a multitude of opportunities for students within and beyond their majors.

Boise State's metropolitan campus runs along the banks of the Boise River, just a quick walk from the heart of Idaho's largest city— one of the most talked-about cities in the country.

Scope of Work

Boise State University, ID seeks comprehensive event security and parking management services for athletic events, campus activities, and special events throughout the academic and athletic calendar year. The selected contractor shall provide trained, licensed, and professionally presented security personnel and parking attendants capable of managing crowds ranging from small gatherings to large-scale stadium events with attendance exceeding 35,000 patrons.

The contractor shall maintain sufficient staffing capacity to fulfill multiple concurrent events while ensuring consistent service quality across all venues. Services shall encompass pre-event planning, active event management, post-event reporting, and emergency response coordination with Boise State University, ID officials and local law enforcement agencies.

Categories of Service

Service Categories and Staffing Requirements

Athletic Event Security Services -

- Football Games (6-8 events annually)
- Provide 250-350 security personnel per event based on anticipated attendance and threat assessment
- Deploy personnel across stadium entry points, concourses, field level, suites, and parking areas
- Coordinate with athletic department for specific positioning requirements
- Maintain enhanced security presence for rivalry games and high-profile matchups

Volleyball Events (Approximately 15 events annually)

- Supply average of 5 security staff per event

- Cover arena entrances, court-side positions, and crowd management zones
- Adjust staffing for tournament play and special promotional events

Soccer Events (12-15 events annually)

- Provide 4-5 security personnel per event
- Monitor field perimeter, spectator areas, and facility access points
- Ensure separation between opposing team supporters when necessary

Softball Events (15-20 events annually)

- Deploy 4-5 security staff per event
- Cover dugout areas, spectator seating, and parking lot supervision
- Provide additional coverage for conference tournaments

High School Football Events (20-25 events annually)

- Supply 6-8 security personnel per event
- Manage student sections and enforce venue policies
- Coordinate with visiting school administrators

Track and Field Events (2-3 events annually)

- Provide 8-10 security staff per event
- Monitor multiple competition areas simultaneously
- Control access to restricted areas including field event zones

Special Events and Supplemental Services

Stadium Concerts

- Deploy 300-400 security personnel for annual stadium concert events
- Provide stage barrier security, artist protection, and backstage access control
- Implement enhanced screening procedures and prohibited item enforcement

Campus Events

- Supply security for receptions, parties, weddings, and private functions
- Provide alcohol service monitoring and compliance oversight
- Deploy personnel for small-scale events requiring minimal security presence

Athletic Facility Rentals

- Monitor small-scale events utilizing athletic facilities
- Ensure proper facility usage and policy compliance
- Provide access control and property protection

Supplemental Security Services

- Deliver on-demand security patrols for specific campus areas
- Provide fire watch services during system outages or construction
- Supply emergency staffing for unexpected security needs

Event Setup Assistance

- Provide personnel to assist with event setup operations
- Support barricade placement, signage installation, and venue preparation
- Coordinate with facilities management and event planning teams

Parking Management Services

The contractor shall provide comprehensive parking management including:

Parking Attendant Services

- Supply trained parking attendants for lot management and fee collection
- Implement cashless, cash payment systems and mobile payment processing
- Maintain accurate revenue reporting and reconciliation procedures
- Provide attendants capable of managing high-volume ingress and egress periods

Traffic Control and Flagging

- Deploy certified flaggers for traffic direction and pedestrian safety
- Coordinate lane closures and traffic pattern modifications
- Implement traffic management plans for various attendance scenarios
- Maintain communication with local traffic authorities

Personnel Requirements and Standards

Training and Certification

All security personnel shall possess:

- Current state and federal security licensing and certifications as required
- Completion of venue-specific orientation program
- Training in crowd management and de-escalation techniques
- First aid and CPR certification for supervisory positions
- Understanding of Title IX requirements and reporting procedures
 - The University may require assigned personnel to complete University-provided Title IX or conduct training prior to deployment
- Knowledge of alcohol service regulations and enforcement
- All personnel provided under this contract who perform event security services on behalf of Boise State University may be designated as Campus Security Authorities (CSAs) in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).
- Contractor personnel serving in this capacity must complete Boise State University's required annual CSA training and comply with all applicable reporting obligations. The Contractor shall ensure that all assigned personnel complete required training within timelines established by the University and maintain compliance throughout the term of the agreement.
- Failure to complete required training or comply with reporting requirements may result in removal of personnel from University assignments

Staffing Classifications

The contractor shall provide personnel in the following categories:

- Security supervisors with minimum three years event security experience
- Lead officers with demonstrated leadership capabilities
- General security officers for standard posts
- Specialized personnel for K-9 units, if applicable
 - K-9 services, if proposed, must be specifically identified and approved in advance by the University
- Parking attendants with cash handling experience
- Certified traffic flaggers meeting state requirements

Uniform and Equipment Standards

Personnel shall maintain professional appearance including:

- Clearly identifiable uniforms with company and function designation
- Weather-appropriate attire for outdoor assignments
- Required safety equipment including high-visibility vests for parking staff
- Communication devices compatible with venue systems
- Incident reporting tools and documentation materials
- Radio Communications Compatibility
 - The Contractor shall provide two-way radios that are compatible with DMR Tier III trunked radio systems and capable of operating on Boise State University's current and future digital radio infrastructure. The University currently operates both digital and analog radio systems in parallel; however, the Contractor's

equipment must be capable of supporting the transition to the State of Idaho's digital radio system without reliance on legacy analog-only equipment.

- Radios must be commercially supported and maintainable, and the Contractor shall not rely on equipment for which replacement parts or manufacturer support are no longer reasonably available.
- Capable of operating on Boise State University's current and future digital radio infrastructure, as coordinated with University technical staff

Operational Requirements

Command and Control

- Establish unified command post for major events
- Integrate with venue emergency management systems
- Maintain real-time communication with Boise State University, ID police
- Deploy mobile supervision units for distributed events
- Implement digital incident tracking and reporting systems

Technology Integration

- Utilize workforce management platforms for scheduling and deployment
- Implement GPS tracking for mobile patrols and supervisors
- Deploy handheld devices for digital reporting and communication
- Integrate with venue access control and credentialing systems
- Provide real-time dashboard reporting for event managers

Emergency Response Protocols

- Develop comprehensive emergency action plans for each venue
- Conduct regular tabletop exercises with stakeholders
- Maintain medical emergency response capabilities
- Coordinate evacuation procedures and rally point management
- Document and review all emergency responses for continuous improvement

Performance Standards

Response Time Requirements

- Arrive at designated posts minimum 60 minutes before public gates open
- Respond to incident calls within 3 minutes at active events
- Deploy supplemental staffing within 2 hours of request
 - Deploy supplemental staffing as soon as practicable, and generally within two (2) hours, subject to availability and conditions
- Provide emergency coverage within 30 minutes for critical needs

Reporting and Documentation

- Submit preliminary incident reports within 2 hours of occurrence
- Provide comprehensive event reports within 24 hours of event conclusion
- Maintain detailed logs of all security activities and observations
- Generate monthly summary reports of services provided
- Document all training and certification compliance

Quality Assurance

- Conduct regular performance evaluations of deployed personnel
- Implement mystery shopper programs to assess service delivery
- Maintain customer service feedback mechanisms
- Track and analyze key performance indicators
- Provide quarterly business reviews with Boise State University, ID stakeholders

Administrative Requirements

Insurance and Liability

- The contractor shall maintain comprehensive insurance coverage including general liability, automobile liability, workers compensation, and professional liability appropriate for large-scale event security operations. Coverage limits shall meet or exceed industry standards for university athletic venues and special events.

Background Screening

- All personnel assigned under the resulting contract shall undergo comprehensive background investigations, including criminal history checks, employment verification, and reference validation. Enhanced screening shall be required for supervisory roles and positions with access to sensitive areas, systems, or confidential information. The awarded Contractor shall be responsible for tracking, maintaining, and securely storing all background investigation documentation in compliance with applicable federal and state laws and data privacy requirements.

Billing and Payment

- The contractor shall provide detailed invoicing showing personnel deployed, hours worked, billing rates by classification, and any additional charges. Electronic billing systems shall integrate with Boise State University, ID procurement and payment systems. The contractor shall maintain the flexibility to accommodate various funding sources and budget codes.

Material to include in proposal:

1. Process overview on how the Scope of Services would be achieved. Including primary deliverables.
2. Any suggested changes or recommendations to enhance the process.
3. Experience within higher education related to the specific positions identified.
4. References for the firm and team (key team members who would work with Boise State University).
5. Proposed timeline.
6. Price breakout.

Process Requirements

A non-mandatory pre-proposal teleconference will be held at the location and time as indicated in this RFP. This will be your opportunity to ask questions of the University staff. All interested parties are invited to participate. This conference will be used to provide additional detail about the RFP's purpose and expectations. Any oral answers given by the University during the pre-proposal conference are unofficial and will not be binding on the University. Those choosing to participate must pre-register via email to the RFP Lead with the name and contact information of all participants.

Those asking questions during the pre-proposal conference will be asked to submit those questions to the University in writing by the designated "Deadline to Receive Questions" period as indicated in section 1 of this RFP. For simplicity's sake, Offerors are strongly encouraged to submit just one, final set of questions after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions. Any oral answers given by the University during the pre-proposal conference are to be considered unofficial.

All questions must be submitted to the RFP Lead by the date and time noted in section 1.

Questions must be submitted using Exhibit 5, Offeror Questions via email to the RFP Lead at the email address listed in section 1 for the RFP Lead. Official answers to all questions will be posted on the University Procurement and Vendor Services Department's website <https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/> as an amendment as indicated in section 1 of this RFP.

From the date of release of this RFP until the Intent to Award Letter is issued, all contact and requests for information shall be directed to the RFP Lead only. Regarding this RFP, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective Offeror shall approach personnel employed by, or under Contract to the University, on any other related matters. An exception to this restriction will be made for Offerors who, in the normal course of work under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the University. Violation of these conditions may be considered sufficient cause by the University to reject an Offeror's Proposal, irrespective of any other consideration.

Proposals should be submitted on the most favorable terms an Offeror can propose, from both a price and technical standpoint, as well as with regard to legal terms and conditions. The University reserves the right to accept any part of a Proposal, or reject all or any part of any Proposal received, without financial obligation, if the University determines it to be in the best interest of the University to do so.

Discussions with individual Offerors (including the utilization of one or more rounds of Best and Final Offers (BAFO) and/or Negotiations) may be conducted as determined by the University to be in its best interest. Offerors should submit their best and most competitive cost proposal initially, as there is no guarantee that the University will conduct any discussions.

No verbal Proposals or verbal modifications will be considered. An Offeror may modify its Proposal in writing prior to the RFP closing time. A written modification must include the date and handwritten signature of the Offeror or its authorized representative.

All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate, such inaccuracy will not constitute a basis for Contract rejection or Contract amendment by an Offeror.

All Proposal concepts and material submitted becomes the property of the University and will not be returned to the Offeror unless the Solicitation is canceled by the University (State Code § 67-9215). Award or rejection of a Proposal does not affect this right. Proposals and supporting documentation may be available for public inspection upon written request following the announcement of a Contract award, except for information specifically labeled on each separate page as a "Trade Secret" under the Idaho Public Records Act, Section Title 74, Chapter 1, Idaho Code ("the Act"). Alternatively, information may be specifically labeled "exempt" from public records under another exemption found in the Act. Information specifically labeled as Trade Secret or otherwise exempt may be protected from disclosure, but only to the extent consistent with the Act or otherwise applicable federal or state law or regulation. Accordingly, the University cannot guarantee its confidentiality.

An appeal by an Offeror of an RFP specification, a non-responsiveness determination, or the award is governed by the Boise State University Procurement Appeals Process, and must be filed in accordance with that process.

Proposal opening will be held at the location and time as indicated in Section 1 of this RFP. All Offerors, authorized representatives, and the general public are invited, at their own expense, to be present at the opening of the Proposals. During the Proposal opening, only the names of the Offerors will be provided.

Any qualified Offeror may submit a Proposal. All Offerors are qualified unless disqualified. Those Offerors presently on the General Services Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified.

All costs incurred in the preparation and submission of a Proposal in response to this RFP, including, but not limited to, the Offeror's travel expenses to attend the pre-proposal conference, Proposal opening, and presentation or negotiation sessions, shall be the sole responsibility of Offerors and will not be reimbursed by the University.

A Vendor, successful or unsuccessful, may request a post-award vendor debriefing, in writing, by emailing the Lead as identified in the solicitation, within five (5) business days of the date of the Letter of Intent to Award. Vendors should enter "RFP LB26-028 - Debriefings" as the email subject line. Unless good cause exists for delay, the debriefing should occur within ten (10) business days after the award has been made and may be conducted via face-to-face meeting, telephone, or video conference, or any other method acceptable to the University. The Lead Buyer or Director of Procurement and Vendor Services should chair the meeting. The debriefing will be oral and will be limited to a discussion of the Vendor's response only. It will provide information on areas in which the response was deemed weak or deficient, as well as areas of strength.

Please note, a Vendor debriefing is a meeting and not a hearing; therefore, legal representation is not required. If a Vendor prefers to have legal representation present, the Vendor must notify the University and identify its attorney. The University shall be allowed to schedule/or suspend, and reschedule the meeting at a time when a legal representative of the University can be present.

Submission Requirements

In order to be considered for the award, the sealed Proposal must be delivered to the University in accordance with the instructions and attention of the RFP Lead specified in Section 1 of the RFP, no later than the date and time specified. No late Proposals will be accepted. A Proposal received at the office designated in this RFP after the RFP closing date and time will not be accepted.

The Proposals must be emailed and the subject of the email must clearly include the RFP number and title. All attachments shall be clearly labeled to include the document name. Proposals shall contain the redacted version of the solicitation. The electronic file name of the redacted version must contain the word "redacted."

Signature Page (Exhibit 4) - Proposals must be submitted with the University-supplied signature page in the form provided, without modification. The Signature Page must be completed by an authorized individual. Authorized Signature means a manual, electronic, or digital signature or other identifier uniquely linked to a person authorized to sign documents that the vendor submits to the University. Failure to include a signed, complete, unmodified, original University Signature Page shall result in a finding that the Proposal is non-responsive, and no further consideration will be given to the Proposal.

Offeror must complete and return all information as specified in the Submission Requirements to be considered for award. If Offeror expressly conditions its Proposal upon the University's acceptance of additional terms or specifications outside those set forth in the Request for Proposal (other than contract terms to be negotiated), its Proposal may be deemed non-responsive.

The University will not accept any documents, Proposal requirements or supplemental materials after the Solicitation Closing Date.

RFP Amendment - If the RFP is amended, including through the question-and-answer process, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. Refer to the Boise State University Procurement and Vendor Services website: [Vendor/Supplier Information for Businesses - Procurement and Vendor Services](#), for any amendments and the required amendment confirmation document.

Public Records - The Idaho Public Records Law, Idaho Code Sections 74-101 through 74-126, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency or a local agency (political subdivision of the state of Idaho), regardless of the physical form or character. All, or most, of the information contained in your response will be a public record subject to disclosure under the Public Records Law. The Public Records Law contains certain exemptions. One exemption potentially applicable to part of your response may be for trade secrets.

Redacted Information - If your Proposal contains information that you consider to be exempt, you must also submit an electronic redacted copy of the Proposal with all exempt information removed or blacked out. The University will provide this redacted Proposal to requestors under the Public Records Law, if requested. Submitting Offerors must also:

Identify with particularity the precise text, illustration, or other information contained within each page marked "exempt" (it is not sufficient to simply mark the entire page). The specific information you deem "exempt" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise be clearly distinguished from other text or other information and be specifically identified as "exempt."

List of Redacted Exempt Information - Provide a separate document with your Proposal entitled "List of Redacted Exempt Information," which provides a succinct list of all exempt material noted in your Proposal. The list must be in the order in which the material appears in your Proposal, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text or other information; or in a manner otherwise sufficient to allow the University to determine the precise material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure.

The University does not warrant and cannot guarantee protection of this information if disclosure is required. Offeror shall indemnify and defend the University against all liability, claims, damages, losses, expenses, actions, attorney fees, and suits whatsoever for honoring a designation of exempt or for the Offeror's failure to designate individual documents as exempt. The Offeror's failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials

claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claim.

No Redacted Information - Alternately, if there is no redacted information in the Proposal, please note that with the Proposal.

Insurance Requirements: Contractor shall, at its sole cost and expense, procure and maintain throughout the term of this Agreement insurance of the types and with the limitations set forth in the Certificate of Insurance – University Requirements for Third-Party Vendors at, <https://www.boisestate.edu/rmi/forms-and-information/> unless this requirement is waived in writing by the University prior to execution of this Agreement. Prior to the commencement of the term of this contract, the Contractor shall deliver or fax to the University the completed certificate(s) of insurance

The contractor must name the State of Idaho/Boise State University as Additional Insured under all policies with the exception of Workers Compensation/Employers Liability and Professional Liability policies.

Proposal Format

These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals. Evaluation points may be deducted from the Offeror's possible score if RFP is not followed. To be considered responsive, Offerors must submit information demonstrating the following:

1. Business Information- Statement of Experience and Qualifications to include:
 - a. Contractors must demonstrate a thorough understanding of the higher education environment, including campus safety dynamics and stakeholder coordination, and possess a proven record of delivering event security services at comparable institutions and venues.
 - b. Contractors must demonstrate an understanding of Boise State University's mission, values, and campus environment, and ensure that all assigned personnel conduct themselves in a manner consistent with the University's standards, culture, and expectations. Respondents shall have experience providing event security services within complex, research-intensive higher education environments comparable to an R1 institution.
2. Cost Proposal (Exhibit 1)
 - a. All costs associated with the specifications of the RFP must be included in the mandatory Cost Proposal. All proposed pricing will be firm/fixed and fully-burdened with all direct and indirect costs, and must include (but not be limited to), all operating, administrative, and personnel expenses, such as overhead, salaries, profit, supplies, per diem, travel (airfare and/or mileage), lodging, and quality improvement
 - b. Hourly rates shall remain firm for the initial contract term. Event-specific quantities and total costs will be established through individual work orders
3. References - (Exhibit 3)
 - a. Please provide three professional references who can attest to your company's capabilities and relevant experience pertaining to the scope of this RFP.
 - b. For each reference, include the company name, contact person, email address, phone number, and the estimated last date of business engagement.

4. Signature Page (Exhibit 4)

Offerors must adhere to all requirements of this RFP to be considered responsive. The determination of whether a Proposal is responsive is a determination made solely by the University. The University reserves the right to waive any non-material variation that does not violate the overall purpose of the RFP, frustrate the competitive solicitation process, or afford any Offeror an advantage not otherwise available to all Offerors.

Contract

The RFP, all attachments, appendices, and amendments, the successful Offeror's Proposal submitted in response to the RFP and any negotiated changes to the same negotiated and agreed to by the University in accordance with the requirements and provisions of this RFP, together comprise the Contract (hereinafter referred to as the "Contract") and will be formalized by the creation of a Purchase Order (PO) that ties these documents together.

Boise State University's Professional Services Agreement is attached as Exhibit 6, Boise State University's "Standard Contract Terms and Conditions", Boise State University "Solicitation Instructions to Vendors", all as may be amended from time to time (collectively, the "Terms and Conditions"), are each incorporated herein by reference and shall, along with the Request for Proposal and related documentation, and absent further post-award negotiation between the parties, form the governing written contract between the parties.

Affiliated Institution - Any State of Idaho public higher education institution ("Affiliated Institution") may elect to utilize the Award from this RFP to purchase goods or services from the Awarded Offeror. In the event of such election, the Affiliated Institution agrees to be bound by the terms of this Contract as if it were an original party hereto.

The contract, once finalized, will represent the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings, or agreements, either written or oral. The successful Offeror will be required to indemnify, defend, and hold harmless the University and its related parties. In addition, Offeror will be required to possess and maintain all required licenses. The University will not consider terms requiring its indemnification of the Offeror; set-off rights, liens, or security requirements against the University or state funds; click-through terms and conditions; any agreements permitting unilateral modification; terms that waive punitive damages; or other provisions that violate state laws applicable to the University or the University's policies and practices.

- Any action arising from or relating to either this RFP, the Offeror's Proposal, or the resulting contract will be governed by Idaho law and must be brought in state courts located in Ada County, Idaho. By submitting a Proposal, each Offeror irrevocably consents to jurisdiction of such courts.
- The contract is not effective until signed by both parties, subsequent to all required University approvals. Once approved, the Procurement and Vendor Services Department will issue a Purchase Order specifying a commencement date (the "Effective Date"). The Contractor will not provide or render Services to the University under the contract until the Effective Date. The University may determine, in its sole discretion, not to reimburse the Contractor for products provided or services rendered prior to the Effective Date.

- In addition to the acceptance terms detailed in the contract, acceptance from the University will be based upon the completion of tasks and deliverables as agreed upon by the University and Contractor in the Project Implementation Plan.
- Upon any termination of the Contract, Contractor shall return to the University all copies of the confidential information or other materials incorporating confidential information in the possession of Contractor or its employees. Contractor agrees to (i) return all property in any form belonging to the University; and (ii) return all confidential information that may have been received from the University.
- Return all data (confidential or otherwise) that is the property of the University in a reasonable format specified by the University. All data must be delivered to Boise State within 6 weeks of request. This data must be delivered in an electronic format. Return of all data shall be provided by the Contractor at no additional cost to the University. The University will verify receipt of that data.
- Notwithstanding termination, the restrictions on disclosure and use of confidential information arising under the contract shall continue to be effective after the date of termination.
- The contractor is expected to comply fully with all applicable laws and regulations and industry standards regarding information security, data security, and privacy of personally identifiable information. Contractor will be required to indemnify, defend, and hold the University harmless from any claims, damages, costs, expenses, including attorney fees, resulting or arising from Contractor's failure to follow such laws, regulations, and standards.

Prior to the release of the Contract, the University and the apparent successful Offeror will clarify expectations and finalize the **Project Management Plan** for the implementation, deliverables, and schedule for payment of the Service.

The Project Management Plan must include a project schedule/timeline, tasks that require more than 5 hours of work, major deliverables, and payment milestones.

The Project Management Plan must include a description of each task and a designation of whether Boise State or the Offeror is responsible for the task.

Additionally, the Project Management Plan will contain all points of clarification, an agreed-upon Project Schedule for the implementation of the Service, and other clarifying supporting documents. Examples of points of clarification are clarification of requirements and legal clarifications. Examples of other clarifying supporting documents are a risk management plan, a change management plan, a configuration management plan, a milestone payment plan, and a project closure plan.

Upon a mutually agreed upon Project Management Plan, an award will be made, a Contract put in place, and implementation of the Service can begin.

Once the Contract is in place, all modifications to the Project Management Plan must be reviewed and approved by the University in writing.

Proposal Review and Evaluation

The objective of the University in soliciting and evaluating proposals is to ensure the selection of a Contractor(s) that will produce the best possible results for the funds expended.

Proposals must demonstrate that Offerors have the ability to complete the described functions of this RFP.

The Proposal(s) will be evaluated first as either “pass” or “fail,” based on compliance with Mandatory (M) requirements. All Proposals that meet the Mandatory requirements will continue in the evaluation process. Proposals not meeting the Mandatory requirements may be found non-responsive.

The University will establish an evaluation team that may consult with subject matter experts to review and advise on any portion of the response to evaluate responses. Upon opening the responses, Boise State University Procurement and Vendor Services will inspect the Proposal for responsiveness. Under the facilitation of the Procurement and Vendor Services Department, the evaluation team will score the responsive proposals.

The University may request online webinars/meetings or face-to-face demonstrations from the top several scoring Offerors. If demonstrations are requested, the University may provide demonstration scenarios to Offerors.

The evaluation team will discuss and finalize its scoring with the Procurement and Vendor Services Department. Prior to award, the successful Offeror’s response may be forwarded to a representative(s) of the Office of Information Technology and/or the Office of General Counsel to confirm that the Service will work within the University’s infrastructure and policies.

The criteria described in the Evaluation Criteria section will be used to evaluate and score the Proposals for the purpose of ranking them in relative position based on how fully each Proposal meets the requirements of this RFP. Particular emphasis will be placed on the Offeror’s understanding of the RFP, quality of product/service, and the description of how the activities will be performed.

The scores for the Business Information will be normalized as a whole, or by category, at Boise State University’s sole discretion. Except for cost, the Proposal with the highest raw score will receive all available points in total or by category.

Pricing will be evaluated using a cost model that offers the University the best possible value over the initial term of the Contract. Cost evaluation will be figured by applying the Offeror-supplied costs from the Cost Sheet Boise State’s estimated usage. The award will be to the responsive, responsible Offeror whose Proposal receives the highest number of points in the respective category.

The scores for the Cost Proposal will be normalized as follows: The Proposal with the lowest overall total cost proposed will receive all the cost points as assigned in the Evaluation Criteria below. Other Proposals will be assigned a portion of the maximum score using the formula:

The offeror will be notified of the result of the solicitation process in writing. Written notification will be sent to the authorized signer designated on the signature page.

Responsibility

At the sole discretion of the University, the RFP Lead may conduct a review to determine if the apparent high point Offeror is responsible. As part of the responsibility review, the RFP Lead may require the apparent high point Offeror to provide financial reports to the satisfaction of the University, and may also seek references to the satisfaction of the University. Nothing herein shall prevent the University from using other means to determine the Offeror's responsibility.

Key Evaluation Criteria

Category	Description	Points
Initial Review	Completeness, clarity, organization, and conformance to the RFP content and format requirements.	Pass/Fail
Experience	Record of experience providing event security, parking management, and traffic control services for events of similar size, scope, and complexity	300 points
Qualifications	Qualifications of the firm and the experts assigned, including education, experience, and professional expertise in this type of work.	400 points
References	Client experience on similar studies	100 points
Cost Proposal	Cost Proposal	200 points
Total Points		1,000 points

Anticipated Award Structure:

Boise State University anticipates the potential for multiple contract awards and reserves the right to divide the scope of work in any manner deemed to be in the University's best interest. Proposals will be evaluated based on the Offeror's demonstrated expertise, capacity, and ability to provide event security and parking management services across varying event types, venues, and attendance levels. Offerors may submit proposals for all or a portion of the scope of work, as appropriate.

This approach is intended to leverage specialized expertise and ensure the effective and efficient execution of each phase of this vital University undertaking. Contracts awarded under this solicitation may, upon mutual agreement of the parties and in accordance with applicable terms, be extended for the provision of similar services during the contract term. No minimum quantity of work is guaranteed.

List of attachments:

Included in the RFP:

Exhibit 1 - Cost Proposal Request (Submit as a separate email from the proposal)

Exhibit 2 - Scope of Services

Exhibit 3 - Professional References

Exhibit 4 - Boise State Signature Page

Exhibit 5 - Questions and Answer

Exhibit 6 - Boise State Contract for Services

Exhibit 1 - Cost Proposal

All costs associated with the requirements of this RFP must be submitted as part of the Offeror's proposal in a separate pricing file. Proposed pricing shall be fully burdened and inclusive of all direct and indirect costs necessary to perform the services, including, but not limited to, labor, supervision, training, uniforms, equipment, administrative expenses, overhead, supplies, travel, per diem, and any other associated costs.

Pricing shall be submitted in the format specified and will be used for evaluation purposes. Actual pricing, scope, and deliverables may be established through individual event work orders, task authorizations, or similar instruments issued under the resulting contract(s).

Note: Please submit the "Cost Proposal" as a separate file, labeled "Exhibit 1_Cost Proposal," alongside the main proposal.

1. Executive Summary of Proposed Costs to include:

- Brief Description of Cost Allocation

2. Detailed Cost Breakdown

Please provide a detailed breakdown of all costs, ensuring all direct and indirect costs are fully burdened. Include hourly charge per role and total hours per deliverable by role.

Job Title / Job Description / Hourly Rate / Total hours

Travel Expense if applicable

Indirect Expense

Other Expenses

Line #	Position	Hourly Rate
1	Director of Operations	\$
2	Event Manager	\$
3	Security Supervisor	\$
4	TIPS/VIP Security	\$
5	Security	\$
6	Ticketing/Usher	\$

3. Cost Justification and Assumptions

Provide a clear and concise explanation for all proposed costs. This section should detail the

rationale behind the pricing structure and outline any assumptions made in developing your cost proposal.

Training Rate Requirements

If training time is proposed or billed under this Contract, Offerors must identify a separate training rate. The training rate shall be based on the **actual hourly wage paid to the employee performing the training, plus applicable overhead and statutory labor costs**, and shall not include profit or markup beyond those indirect costs.

Offerors shall clearly describe the methodology used to calculate training rates in the Cost Justification and Assumptions section of the Cost Proposal.

Training shall not be billed at supervisory or management rates unless supervisory personnel are the individuals actually providing the training.

Exhibit 2 - Common Scope of Services

CATEGORIES OF SERVICE

- **Service Categories and Staffing Requirements**
- **Parking Management Services**
- **Personnel Requirements and Standards**
- **Operational Requirements**
- **Performance Standards**
- **Administrative Requirements**

Exhibit 3 - References

Instructions: Make a copy of this document and/or submit it on your own document.

Please provide three professional references who can attest to your company's capabilities and relevant experience pertaining to the scope of this RFP.

For each reference, include the following details:

Reference 1

- Company Name:
- Contact Person:
- Email Address:
- Phone Number:
- Brief description of services and estimated last date of business engagement:

Reference 2

- Company Name:
- Contact Person:
- Email Address:
- Phone Number:
- Brief description of services and estimated last date of business engagement:

Reference 3

- Company Name:
- Contact Person:
- Email Address:
- Phone Number:
- Brief description of services and estimated last date of business engagement:

Exhibit 4 - Signature Page: RFP No. LB26-028

THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS QUOTE IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR QUOTE AND UNDER ALL THE TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S SOLICITATION.

SUBMISSION OF A QUOTE TO BOISE STATE UNIVERSITY CONSTITUTES AND SHALL BE DEEMED AN OFFER TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES AT THE PRICE SHOWN IN THE QUOTE AND UNDER BOISE STATE UNIVERSITY'S STANDARD TERMS AND CONDITIONS.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS QUOTE FOR THE VENDOR AND THE QUOTE IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A QUOTE FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS AND CONDITIONS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.

Please complete the following information:

Contractor (Company Name)_____

ADDRESS_____

CITY _____ STATE _____ ZIP CODE _____

PHONE #_____

Contact Name: _____ EMAIL: _____

FEDERAL TAX ID / SSN #_____

SIGNATURE PAGE MUST BE SIGNED & RETURNED FOR RESPONSE TO BE CONSIDERED.

Signature

Date

Please type or print name

Title

Exhibit 5: Offeror Questions
RFP No. LB26-028 Event Security, Parking, and Traffic Control
Services

PLEASE DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on the following page.

- THIS FORM AND THIS FORM ONLY ARE TO BE USED.
- DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
- Questions must be received on time or will be rejected and not considered.
- Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regards to a State Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (for example, "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).
- Do not enter text in column 4 (Answers). This is for the University's use only.
- Once completed, this form is to be emailed per the instructions in the RFP. The email subject line is to state **"Event Security, Parking, and Traffic Control Services"** followed by **"Questions."**

Exhibit 5 Continued: Question Form

RFP LB26-028_Event Security, Parking, and Traffic Control Services
for Boise State University

Offeror Questions are due by 5:00 pm MDT, per the date listed in Section 1 (page 2).

Use this form ONLY and email your questions to Logan Brudenell @
loganbrudenell@boisestate.edu

Question #	ITB Section	Question	Answers
1			
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Exhibit 6: BOISE STATE UNIVERSITY
CONTRACT FOR SERVICES
Attached as PDF

BOISE STATE UNIVERSITY STANDARD CONTRACT TERMS AND CONDITIONS

1. **Authority for Purchases:** Purchases by Boise State University are governed by Idaho Code Section 67-9225 "Procuring and Purchasing by State Institution of Higher Education" and by Boise State University Policy #6130 (Purchasing). 2. **Definitions:** Unless the context requires otherwise, all terms not defined below shall have the meanings defined in Idaho Code Section 67-9203 or Idaho Administrative Procedures Act Rules ("IDAPA") 38.05.01.011. For purposes of this Agreement, the following terms shall be defined as follows:

Agreement: Any University-written contract, lease, purchase order, including Solicitation or specification documents and the accepted portions of the Bid or Proposal or other submission for the acquisition of Property. An Agreement shall also include any amendments or subsequent agreement entered into and mutually agreed upon by both parties in writing.

Bid: A written offer that is binding on the Contractor to perform an Agreement to purchase or supply Property in response to a Solicitation. For purposes of this Agreement, the Bid shall include written questions and responses conducted as part of the solicitation process.

Contractor: A vendor or service provider to which the University has awarded an Agreement.

Property: Goods, services, parts, supplies, and/or equipment, both tangible and intangible, including, but not exclusively, designs, plans, programs, systems, techniques and any rights and interest in such Property. **Proposal:** A written response, including pricing information, to a Solicitation that describes the solution or means of providing the Property requested and which Proposal is considered an offer to perform in full response to the Solicitation. Price may be an evaluation criterion for Proposals, but will not necessarily be the predominant basis for the Agreement award. For purposes of this Agreement, the Proposal shall include written questions and responses conducted as part of the solicitation process.

Quote / Quotation: An offer to supply Property in response to a Request for Quotation and generally used for small or emergency purchases.

Solicitation: An Invitation to Bid, a Request for Proposals, or a Request for Quotation issued by the University for the purpose of soliciting Bids, Proposals, or Quotes to perform an Agreement.

University: Boise State University, an Idaho state institution of higher education.

3. **Relationship:** The parties understand and agree that each is an independent contractor engaged in the operation of its own respective business, that neither party shall be considered to be the agent, master, or servant of the other party for any purpose whatsoever and that neither has any general authority to enter into any contract, assume any obligations, or to make any warranties or representations on behalf of the other. It is distinctly and particularly understood and agreed between the parties hereto that the University is in no way associated or otherwise connected with the performance of any service under this Agreement on the part of the Contractor or with the employment of labor or the incurring of expenses by the Contractor. Said Contractor is an independent contractor in the performance of each and every part of this Agreement, and solely and personally liable for all labor, taxes, insurance, required bonding, and other expenses, except as specifically stated herein, and for any and all damages in connection with the operation of this Agreement, whether it may be for personal injuries or damages of any other kind. The Contractor shall exonerate, defend, indemnify and hold the University harmless from and against and assume full responsibility for payment of all federal, state and local taxes or contributions imposed or required under unemployment insurance, social security, workers' compensation and income tax laws with respect to the Contractor or Contractor's employees engaged in performance under this Agreement. The Contractor will maintain any applicable workers' compensation insurance as required by law and will provide certificate of same if requested. There will be no exceptions made to this requirement and failure to provide a certification of workers' compensation insurance may, at the University's option, result in cancellation of this Agreement or in a contract price adjustment to cover the University's cost of providing any necessary workers' compensation insurance. The Contractor must provide either a certificate of workers' compensation insurance issued by a surety licensed to write workers' compensation insurance in the State of Idaho, as evidence that the Contractor has in effect a current Idaho workers' compensation insurance policy, or an extraterritorial certificate approved by the Idaho Industrial Commission from a state that has a current reciprocity agreement with the Industrial Commission. The University does not assume liability as an employer.

4. **Notices:** All notices and other communications are to be in writing, addressed to the other party at the address set forth herein (or to such other address that may be designated by the receiving party from time to time in accordance with this section). Such notices may be delivered (i) in person, with the date of notice being the date of personal delivery, (ii) by United States mail, postage prepaid for certified or registered mail, with return receipt requested, with the date of notice being the date of the postmark on the return receipt, (iii) by fax, with oral confirmation and the date of notice being the date of the fax, (iv) by nationally recognized delivery service such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by delivery service.

For notice to the University, the address and facsimile number are:

Boise State University Purchasing Department
1910 University Drive
Boise, Idaho 83725-1210
FAX: 208-426-1152
Phone: 208-426-1283

For notice to the Contractor, the address or facsimile number shall be that which is included in the Contractor's Quote, Bid or Proposal.

5. **Prices:** Prices shall not fluctuate for the period of the Agreement and any renewal or extension, unless otherwise specified by the University in the bidding documents or other terms of the Agreement. Prices include all costs associated with shipping and delivery F.O.B. Destination, if domestic shipment; or DDP Destination (Incoterms 2010), if international shipment. If installation and/or training is required by the University or specified in the University's solicitation documents, pricing shall include all charges associated with a complete installation and/or training at the location specified.

6. **Shipping and Delivery:** All orders will be shipped directly to the University at the location specified by the Agreement, on an F.O.B.

Destination freight prepaid and allowed basis with all transportation, unloading, uncrating, drayage, or other associated delivery and handling charges paid by the Contractor. "F.O.B. Destination." unless otherwise specified in the Agreement or solicitation documents, shall mean delivered to the University Receiving Dock or Store Door Delivery Point. The Contractor shall deliver all orders and complete installation and/or training, if required, within the time specified in the Agreement. Time for delivery commences at the time the order is received by the Contractor. Unless otherwise agreed, international orders will be shipped DDP Destination Incoterms 2010.

7. **Installation and Acceptance:** When the purchase price does not include installation and/or training, unless otherwise stated in the Solicitation or Agreement, acceptance shall occur fourteen (14) calendar days after delivery; unless the University has notified the Contractor in writing that the order does not meet the University's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. When installation and/or training is included, acceptance shall occur fourteen (14) calendar days after completion of installation and/or training; unless the University has notified the Contractor in writing that the order does not meet the University's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. If an order is for support or other services, acceptance shall occur fourteen (14) calendar days after completion, unless the University has notified the Contractor in writing that the order does not meet the University's requirements or otherwise fails to pass the Contractor's established test procedures or programs.
8. **Risk of Loss:** Risk of loss and responsibility and liability for loss or damage will remain with Contractor until delivered to the University Receiving Dock or Store Door Delivery Point when responsibility will pass to the University except as to latent defects, fraud, and Contractor's warranty obligations. Such loss, injury or destruction shall not release the Contractor from any obligation under this Agreement.
9. **Taxes:** The University is generally exempt from payment of state sales and use taxes and from personal property tax for property purchased for its use. The University is generally exempt from payment of federal excise tax under a permanent authority from the District Director of the Internal Revenue Service (Chapter 32 Internal Revenue Code [No. 82-73-0019K]). Exemption certificates will be furnished as required upon written request by the Contractor. If the Contractor is required to pay any taxes incurred as a result of doing business with the University, Contractor shall be solely and absolutely responsible for the payment of those taxes.
10. **Method of Payment:** The University payment terms are NET 30. Payment for work under this Agreement will be initiated upon submission of a request for payment directly to:

Boise State University
Accounts Payable
1910 University Dr.
Boise, Idaho 83725-1248

The purchase order number must be noted on all requests for payment. By signing this Agreement, and by submitting a request for payment to Boise State University, the Contractor certifies that (i) the amount for which payment is requested is correct, just, and proper; (ii) the amount claimed is legally due to the Contractor; (iii) no part of the amount for which payment is requested has been paid; (iv) the request for payment is only for performance in accordance with the terms and conditions of the parties' agreement; (v) the request for payment is made in good faith, and (vi) the documentation supporting this request for payment is accurate and complete to the best of the Contractor's knowledge and belief.

11. **Purchase Order Numbers:** The Contractor shall clearly show the University's purchase order numbers on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
12. **Contractor Responsibility:** The Contractor is responsible for furnishing and delivery of all Property included in this Agreement, whether or not the Contractor is the manufacturer or producer of such Property. Further, the Contractor will be the sole point of contact on contractual matters, including payment of charges resulting from the use or purchase of Property.
13. **Conforming Property:** The Property shall conform in all respects with the specifications or the University's Solicitation. In the event of non-conformity, and without limiting any other remedy available to the University, the University shall have no financial obligation in regard to the non-conforming goods or services.
14. **Insurance Requirements:** Contractor shall, at its sole cost and expense, procure and maintain throughout the term of this Agreement insurance of the types and with the limitations set forth in the Certificate of Insurance – University Requirements for Third Party Vendors at, <https://www.boisestate.edu/rmi/forms-and-information/> unless this requirement is waived in writing by the University prior to execution of this Agreement. Prior to the commencement of the term of this contract, the Contractor shall deliver or fax to the University the completed certificate(s) of insurance.
15. **Indemnification/Save Harmless:** Contractor shall defend, indemnify and hold harmless the University, the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives from and against any and all liability, claims, damages, costs, expenses, and actions, including reasonable attorney fees, caused by or that arise from the negligent or wrongful acts or omissions of Contractor, its employees, agents, or subcontractors (the "Contractor Parties") under this Agreement that cause death or injury or damage to property or arising out of a failure to comply with any state or federal statute, law, regulation or act. Contractor Parties shall have no indemnification liability under this section for death, injury, or damage arising solely out of the negligence or misconduct of the University. Any purported cap or other limitations or exclusions of liability on the part of Contractor Parties shall not apply to damages or liabilities arising from (i) personal injury, death or damage to real or tangible personal property caused by Contractor's or Contractor Parties' negligent acts or omissions or willful misconduct in performing its obligations under the Agreement or (ii) the grossly negligent acts or omissions or willful misconduct of Contractor Parties in performing its obligations under the Agreement.
16. **Limit of University's Liability:** Notwithstanding anything to the contrary contained in this Agreement or in any other Agreement or writing between the Parties related hereto, nothing shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Specifically, the University's liability is at all times subject to the limits of liability contained in the Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive (the "Idaho Tort Claims Act"). Any obligation on behalf of the University to provide indemnification or hold harmless any other party is at all times subject to the maximum extent permitted by Idaho law, including Idaho Code Section 59-1016, and the limitations of liability contained in the Idaho Tort Claims Act. Furthermore, the University shall at no time be liable for more than the pro rata share of the total damages awarded

in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees.

17. **Work for Hire:** Contractor hereby assigns to University or University's designee, for no additional consideration, all of Contractor's rights, including copyrights, in all deliverables and other works prepared by Contractor under this Agreement. Contractor shall, and shall cause its employees and agents to, promptly sign and deliver any documents and take any actions that University reasonably requests to establish and perfect the rights assigned to University or its designee under this provision. University hereby grants to Contractor a nonexclusive royalty-free license to use the same rights solely for academic purposes. Such license shall not be assignable or sub licensable.
18. **Commodity Status:** It is understood and agreed that any item offered or shipped shall be new and in first-class condition and that all containers shall be new and suitable for storage or shipment, unless otherwise indicated by the University in the specifications. Demonstrators, previously rented, refurbished, or reconditioned items are not considered "new" except as specifically provided in this section. "New" means items that have not been used previously and that are being actively marketed by the manufacturer or Contractor. The items may contain new or minimal amounts of recycled or recovered parts that have been reprocessed to meet the manufacturer's new product standards. The items must have the University as their first customer and the items must not have been previously sold, installed, demonstrated, or used in any manner (such as rentals, demonstrators, trial units, etc.). The new items offered must be provided with a full, unadulterated, and undiminished new-item warranty against defects in workmanship and materials. The warranty is to include replacement, repair, and any labor for the period of time required by other specifications or for the standard manufacturer or vendor warranty, whichever is longer.
19. **Termination for Convenience:** Unless otherwise specified in the Solicitation or Agreement between the parties, the University may cancel this Agreement upon thirty (30) days' advance written notice.
20. **Termination for Default:** The University may terminate the Agreement (and/or any order issued pursuant to the Agreement) when the Contractor has been provided written notice of default or non-compliance and has failed to cure the default or non-compliance within a reasonable time, not to exceed thirty (30) calendar days. If the Agreement is terminated for default or non-compliance, Contractor will be responsible for any costs resulting from the University's placement of a new contract and any damages incurred by the University. The University, upon termination for default or non-compliance, reserves the right to take any legal action it may deem necessary including, without limitation, offset of damages against payment due. Failure by the University to take such action shall not be deemed a waiver of any right or remedy the University otherwise has under this Agreement or applicable law.
21. **Force Majeure:** Neither party shall be liable or deemed to be in default for any Force Majeure delay in shipment or performance occasioned by unforeseeable causes beyond the control and without the fault or negligence of the parties, including, but not restricted to, acts of God or the public enemy, fires, floods, epidemics, quarantine, restrictions, strikes, freight embargoes, or unusually severe weather, provided that in all cases the Contractor shall notify the University promptly in writing of any cause for delay and the University concurs that the delay was beyond the control and without the fault or negligence of the Contractor. The period for the performance shall be extended for a period equivalent to the period of the Force Majeure delay. Matters of the Contractor's finances shall not be a Force Majeure.
22. **Compliance with Law, Licensing and Certifications:** Contractor shall comply with all requirements of federal, state and local laws and regulations applicable to Contractor or to the Property provided by the Contractor pursuant to this Agreement. For the duration of the Agreement, the Contractor shall maintain in effect and have in its possession all licenses and certifications required by federal, state and local laws and rules.
23. **Confidential Information:** Pursuant to this Agreement, Contractor may collect, or the University may disclose to Contractor, financial, personnel or other information that the University regards as proprietary or confidential ("Confidential Information"). Confidential Information shall belong solely to the University. Contractor shall use such Confidential Information only in the performance of its services under this Agreement and shall not disclose Confidential Information or any advice given by Contractor to the University to any third party, except with the University's prior written consent or under a valid order of a court or governmental agency of competent jurisdiction and then only upon timely notice to the University. The University may require that Contractor's officers, employees, agents or subcontractors agree in writing to the obligations contained in this section. Confidential Information shall be returned to the University upon termination of this Agreement. The confidentiality obligation contained in this section shall survive termination of this Agreement. Confidential Information shall not include data or information that:
- Is or was in the possession of Contractor before being furnished by the University, provided that such information or other data is not known by Contractor to be subject to another confidentiality agreement with, or other obligation of secrecy to, the University;
 - Becomes generally available to the public other than as a result of action or omission by Contractor; or
 - Becomes available to Contractor on a non-confidential basis from a source other than the University, provided that such source is not known by Contractor to be subject to a confidentiality agreement with, or other obligation of secrecy to, the University.
24. **Patents and Copyright Indemnity:**
- Contractor shall indemnify and hold harmless the University, the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives (the "University Parties") and shall defend at its own expense any action brought against the University Parties based upon a claim of infringement of a United States' patent, copyright, trade secret, or trademark for Property purchased under this Agreement. Contractor will pay all damages and costs finally awarded and attributable to such claim, but such defense and payments are conditioned on the following: (i) that Contractor shall be notified promptly in writing by the University of any notice of such claim; (ii) that Contractor shall have the sole control of the defense of any action on such claim and all negotiations for its settlement or compromise and the University may select at its own expense advisory counsel; and (iii) that the University shall cooperate with Contractor in a reasonable way to facilitate settlement or defense of any claim or suit.
 - Contractor shall have no liability to the University under any provision of this clause with respect to any claim of infringement that is based upon: (i) the combination or utilization of the Property with machines or devices not provided by the Contractor other than in accordance with Contractor's previously established specifications unless such combination or utilization was disclosed in the specifications; (ii) the modification of the Property unless such modification was disclosed in the specifications; or (iii) the use of the Property not in accordance with Contractor's previously established specifications unless such use was disclosed in the

specifications.

- Should the Property become, or in Contractor's opinion be likely to become, the subject of a claim of infringement of a United States' patent, the Contractor shall, at its option and expense, either procure for the University the right to continue using the Property, replace or modify the Property so that it becomes non-infringing, or grant the University a full refund for the purchase price of the Property and accept its return.

25. **Public Records:** Pursuant to Idaho's Public Records Act, Title 74, Chapter 1, Idaho Code, as may be amended from time to time (the "Public Records Law") information or documents received from the Contractor may be open to public inspection and copying unless exempt from disclosure. If the Contractor believes information provided to the University is exempt from disclosure under the Public Records Law, the Contractor shall clearly designate individual documents or portions thereof as "exempt" and shall indicate the proposed basis for such exemption. The University will not accept the marking of an entire document as exempt. In addition, the University will not accept a legend or statement on one (1) page that all, or substantially all, of the document is exempt from disclosure. The University does not warrant or otherwise promise that information marked as such will in fact be exempt under the Public Records Law. The Contractor shall indemnify and defend the University Parties against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring such a designation or for the Contractor's failure to designate individual documents as exempt. The Contractor's failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials claimed exempt by the Contractor, the Contractor shall provide the legal defense for such claim.
26. **Anti-Discrimination Clause:** The Contractor hereby agrees to be bound by the terms and conditions of Section 504 of the Rehabilitation Act of 1974 and to the applicable provisions and requirements of the Americans with Disabilities Act of 1990, as may be amended or modified from time to time, and as such provisions are applicable to the University. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws. If applicable, the Contractor must include this provision in every subcontract relating to this Agreement. Specifically, Contractor hereby agrees to use good faith efforts to ensure that the Property is fully accessible for individuals with disabilities and enables the University to fully comply with all applicable requirements of the aforementioned laws, regulations, and requirements. In the event the Property fails to meet the requirements of this section, the University shall provide written notice to Contractor detailing requirements to bring the Property into compliance. If Contractor fails to correct the deficiency and enable the University to fully comply with the laws, regulations and requirements set forth herein as detailed in such notice, within thirty (30) days of receiving such notice, the University may elect to terminate this contract without further notice and without penalty. In the event the University terminates the Agreement under this Section, Contractor agrees to compensate the University for any and all costs associated with securing replacement Property that fully complies with the requirements set forth herein, payable upon receipt of an invoice from the University detailing such costs.
27. **Equal Employment Opportunity Clause:** Acceptance of this Agreement binds the Contractor to the terms and conditions of Section 601, Title VI, Civil Rights Act of 1964, in that "No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." In addition, "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Furthermore, for contracts involving federal funds, the applicable provisions and requirements of Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 701 of Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), 29 USC Sections 621, et seq., the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, U.S. Department of Interior regulations at 43 CFR Part 17, and the Americans with Disabilities Action of 1990, are also incorporated into this Agreement. Specifically, the Contractor and any Subcontractor shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a), and 60-741.5(a) where applicable. These regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws. The Contractor must include this provision in every subcontract relating to this Agreement.
28. **Restrictions and Warranties – Illegal Aliens:** The Contractor acknowledges that this Agreement is subject to Executive Order 2009-10 [<https://adminrules.idaho.gov/rules/2010/EXOOrders/out/000910-exo.pdf>]; it does not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States within the United States; it takes steps to verify that it does not hire or engage any illegal aliens or persons not authorized to work in the United States within the United States; and that any misrepresentation in this regard or any employment of persons not authorized to work in the United States within the United States constitutes a material breach and shall be cause for the imposition of civil penalties and/or termination of this Agreement.
29. **Nonresident Aliens:** If the contractor is a nonresident alien individual, partnership or corporation, the contractor or his/her representative expressly covenants and agrees to cooperate fully with University's staff to provide necessary documentation to determine proper withholding, if any, of U.S. taxes from payment to contractor, including without limitation for maintenance or warranty work, in accordance with Internal Revenue Code and the Federal Regulations promulgated there under. Nonresident alien contractors are subject to 30% tax withholding.
30. **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, 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.

31. **Subcontracting:** Unless otherwise allowed by the University in this Agreement, the Contractor shall not, without written approval from the University, enter into any subcontract relating to the performance of this Agreement or any part thereof. Approval by the University of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the University shall not in any way relieve the Contractor of any responsibility under this Agreement. The Contractor shall be and remain liable for all damages to the University caused by negligent performance or non-performance of work under the Agreement by Contractor's subcontractor or its subcontractor.
32. **Assignment:** Contractor shall not assign any of its obligations under this Agreement without the advance written consent of the University. Any unauthorized assignment shall be void. The University shall have the right, but not the obligation, to terminate this Agreement without waiver of any other right or remedy, upon notice of Contractor's assignment or subcontract in violation of this Agreement.
33. **Use of the University's Name:** Contractor shall not, prior to, in the course of, or after performance under this Agreement, use University's name in any advertising or promotional media, including press releases, as a customer or client of Contractor without the prior written consent of the University.
34. **Termination for Fiscal Necessity:** The University is a government entity of the State of Idaho in the United States, and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the State of Idaho's Legislature or the United States government as may exist from time to time. University's payment obligation shall be terminable in the event of a non-appropriation or materially reduced appropriation or allotment of funding by the State of Idaho's Legislature or the United States government, a significant or material reduction in funding receipts from the State of Idaho or the United States government, and/or a required "holdback" or "clawback" in spending issued by the Governor of the State of Idaho, the President of the United States, or their designees (each, a "Nonappropriation Event"). Upon the occurrence of any Nonappropriation Event, the University reserves the right to immediately terminate this Agreement in whole or in part (including any order placed under it) if, in the University's sole judgment, such Nonappropriation Event causes the University to be unable to fulfill its obligations under this Agreement, by providing written notice to Contractor of the occurrence of a Nonappropriation Event and a date of termination. The Agreement shall automatically terminated on the stated termination date, or if no date is stated, on the 10th calendar day following the date of notice and all affected future rights and liabilities of the Parties hereto shall thereupon cease.
35. **Official, Agent and Employees of University Not Personally Liable:** In no event shall any official, officer, employee or agent of the University 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 connection with this Agreement.
36. **Governing Law:** This Agreement shall be construed in accordance with and governed by the laws of the State of Idaho. Any action to enforce the provisions of this Agreement shall be brought in State district court in Ada County, Boise, Idaho. Federal grants and contracts shall also comply with the provisions of OMB Circular A-21(j) 32.
37. **Entire Agreement; Severability:** This Agreement shall be binding upon the parties hereto and their respective successors and assigns. This Agreement constitutes the full, complete, and entire Agreement between the parties, and supersedes all prior understandings, agreements, or arrangements between the parties with respect to the subject matter hereof. In the event any term of this Agreement is held to be invalid or unenforceable by a court, the remaining terms of this Agreement will remain in force.
38. **No Other Terms:** Where terms and conditions specified in the Contractor's response or other writing differ from those specifically stated in this Agreement, the terms and conditions of this Agreement shall apply. The University hereby specifically objects to and rejects any terms and conditions that are in conflict with these terms and conditions. In the event University honors one or more terms in Contractor's purchase order or other writing that conflict with this Agreement, such action does not constitute University's acceptance of any other terms in such writing or purchase order. In the event of any conflict between these standard terms and conditions and any special terms and conditions, these standard terms and conditions will govern. Any reference to terms and conditions other than these Boise State University Standard Contract Terms and Conditions in any subsequent invoice, purchase order, or other writing, shall be void.
39. **Interpretation and Priority of Documents:** The Agreement consists of and precedence is established by the order of the following documents:
 - (1) The Purchase Order;
 - (2) The Boise State University Standard Contract Terms and Conditions;
 - (3) The Solicitation; and
 - (4) The Contractor's Quote, Bid or Proposal, as accepted by the University.

The Solicitation and the Contractor's Quote, Bid or Proposal as accepted by the University are incorporated into the Agreement and made part hereof by this reference. The parties intend to include all items necessary for proper completion of the Agreement's requirements. The documents set forth above are complementary and what is required by one shall be binding as if required by all. However, in the case of any conflict or inconsistency arising under the documents, a lower numbered document shall supersede a higher numbered document to the extent necessary to resolve any such conflict or inconsistency (for example, the Purchase Order shall supersede the Boise State University Standard Contract Terms and Conditions). Provided, however, that in the event an issue is addressed in one of the above mentioned documents but is not addressed in another of such documents, no conflict or inconsistency shall be deemed to occur.

Where terms and conditions specified in the Contractor's Quote, Bid or Proposal differ from the terms in the Solicitation, the terms and conditions in the Solicitation shall apply. Where terms and conditions specified in the Contractor's Quote, Bid or Proposal supplement the terms and conditions in the Solicitation, the supplemental terms and conditions shall apply only if specifically accepted by the University in writing.

40. **Non-Waiver:** The failure of any party, at any time, to enforce a provision of this Agreement shall in no way constitute a waiver of that provision, nor in any way affect the validity of this Agreement, any part hereof, or the right of such party thereafter to enforce each and every provision hereof.

41. **Attorney Fees:** In the event that any action, suit, or other legal administrative proceeding is instituted or commenced by either party hereto against the other party arising out of or related to this Agreement, the prevailing party shall be entitled to recover its reasonable attorneys' fees and court costs from the non-prevailing party in addition to other available remedies, provided, however, the University's liability is limited to the extent permitted by law and that which is identified in the Idaho Tort Claims Act.
42. **Modification/Amendment:** No modification or amendment to this Agreement shall be valid unless it is made in writing signed by the authorized representatives of the parties.
43. **Counterparts:** The Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.



RFP LB26-028

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**EVENT SECURITY, PARKING, AND
TRAFFIC CONTROL SERVICES**



BOISE STATE UNIVERSITY

SUBMITTED TO:

Mr. Logan Brudenell
Boise State University
1910 University Dr.
MS-1210
Boise, ID 83725
loganbrudenell@boisestate.edu
(208) 426-3702

PREPARED BY:



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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY



April 17th, 2026

Mr. Logan Brudenell
Boise State University
1910 University Dr.
MS-1210
Boise, ID 83725
loganbrudenell@boisestate.edu
(208) 426-3702

Dear Mr. Brudenell,

At BEST Crowd Management, we recognize that Boise State University is one of Idaho's most influential institutions—defined by innovation, community pride, and the experience that thousands of students, alumni, and visitors share across campus. Supporting Boise State events means far more than staffing gates or directing traffic; it means protecting a tradition, elevating the guest experience, and ensuring every Bronco event reflects the excellence this University stands for.

Since 2022, BEST has served as Boise State's partner for event security, parking operations, and traffic control. During that time, our team—[REDACTED]—has developed trusted relationships with Athletics, Public Safety, Event Services, Facilities, and numerous campus stakeholders. Their presence provides the continuity, local knowledge, and operational insight necessary to manage Albertsons Stadium, Olympic sports, campus concerts, and major community events with confidence and consistency.

But our experience here has not led to complacency. Incumbency is not our ceiling—it is our launch point for continued improvement. BEST enters this renewal with a strengthened commitment to elevating Boise State's safety, guest experience, and operational efficiency through enhanced training, improved technology, refined traffic and parking strategies, and a Boise-focused staffing model built specifically for the University.

Our service model is anchored in five hallmarks that guide every BEST team member:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

proven surge capabilities, we provide the reliability and infrastructure necessary to support Boise State's year-round event schedule.

In addition to our local leadership and campus-experienced team, BEST is prepared to deliver an elevated operational program built around the needs of Boise State University:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Above all, BEST does not simply staff events—we champion the institutions we serve. We take pride in representing Boise State with professionalism and accountability, and we remain committed to being a trusted extension of your team.

Thank you for the opportunity to submit our proposal. BEST Crowd Management would be honored to continue supporting Boise State University with the elevated standards, operational discipline, and partnership-driven approach that your community deserves. We look forward to building upon the foundation established since 2022 and strengthening this partnership for years to come.

Best Regards,



Daniel Garcia
Director, Business Development

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Exhibit 4 - Signature Page: RFP No. LB26-028

THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS QUOTE IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR QUOTE AND UNDER ALL THE TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S SOLICITATION.

SUBMISSION OF A QUOTE TO BOISE STATE UNIVERSITY CONSTITUTES AND SHALL BE DEEMED AN OFFER TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES AT THE PRICE SHOWN IN THE QUOTE AND UNDER BOISE STATE UNIVERSITY'S STANDARD TERMS AND CONDITIONS.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS QUOTE FOR THE VENDOR AND THE QUOTE IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A QUOTE FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS AND CONDITIONS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.

Please complete the following information:

Contractor (Company Name): BEST Crowd Management

ADDRESS: 199 Coon Rapids Blvd, Suite 111

CITY: Coon Rapids STATE: MN ZIP CODE: 55433

PHONE # (651) 400-7040

Contact Name: Jeff Spoerndle EMAIL: jeff.spoerndle@garda.com

FEDERAL TAX ID / SSN #46-5054858

SIGNATURE PAGE MUST BE SIGNED & RETURNED FOR RESPONSE TO BE CONSIDERED.


Signature

04/17/2026
Date

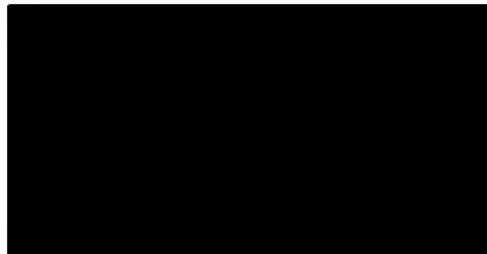
Jeff Spoerndle
Please type or print name

Chief Operating Officer
Title

SECTION 1: BUSINESS INFORMATION

1.1 OVERVIEW

BEST Crowd Management is a fully licensed and insured provider of crowd management and event security services.

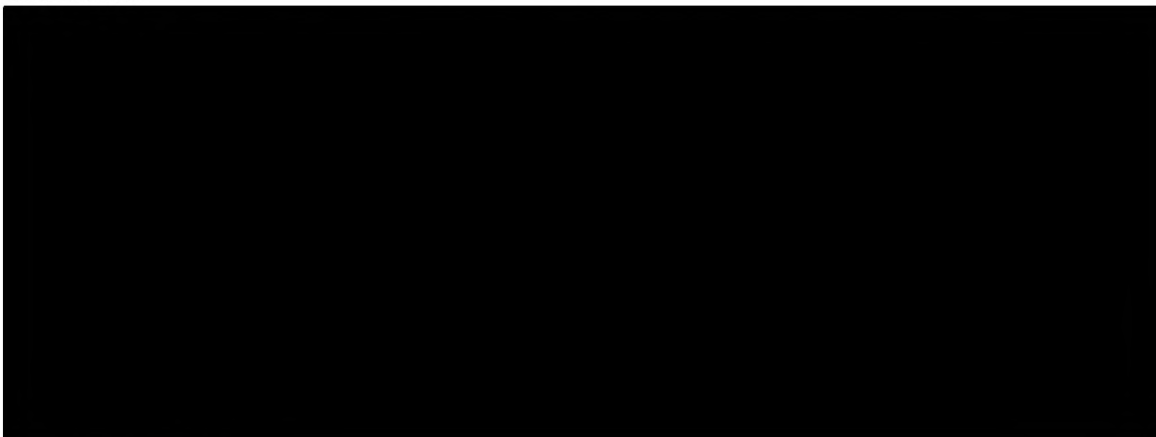


DHS SAFETY Act Designation

BEST Crowd Management, in partnership with Garda USA Inc., is DHS SAFETY Act Designated, reflecting our commitment to rigorous security standards and proven operational practices. This designation covers our event security and event staffing services for professional and collegiate sporting, entertainment, convention, and special event venues.



Clients partnering with a SAFETY Act Designated provider like BEST gain tangible benefits and peace of mind, knowing their events are staffed with highly trained professionals who prioritize efficiency, performance, and the protection of all in attendance.



Company Overview

Founded in 2009 by Jeff Spoerndle, BEST Crowd Management was built to challenge the status quo in event security and crowd management. At a time when staffing shortages and inconsistent service were common, Jeff envisioned a partner that could deliver reliable, professional, and customizable solutions, acting as an extension of each client's values and goals. Starting with the Minnesota Vikings at the Hubert H. Humphrey Metrodome in Minneapolis, BEST refined its approach through venue-specific training, rigorous screening, and tailored uniforms, ensuring every team member could provide both high-quality security and exceptional guest experience. From these early successes, BEST expanded steadily into markets across the U.S., prioritizing consistent quality while innovating to meet the evolving demands of large-scale events.

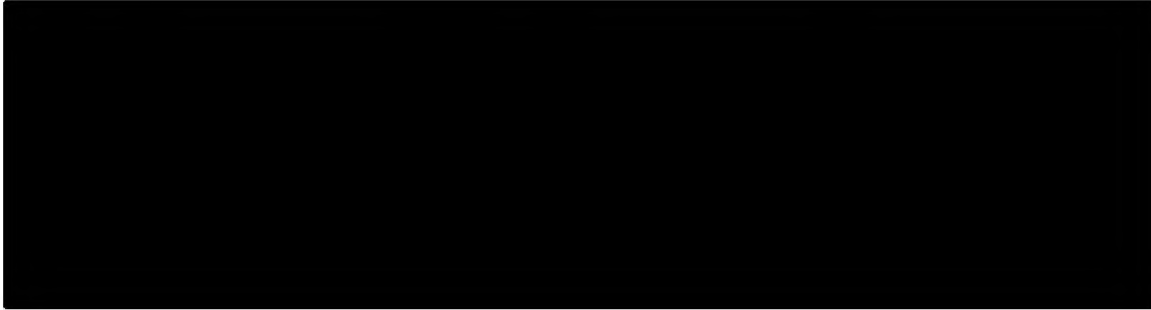
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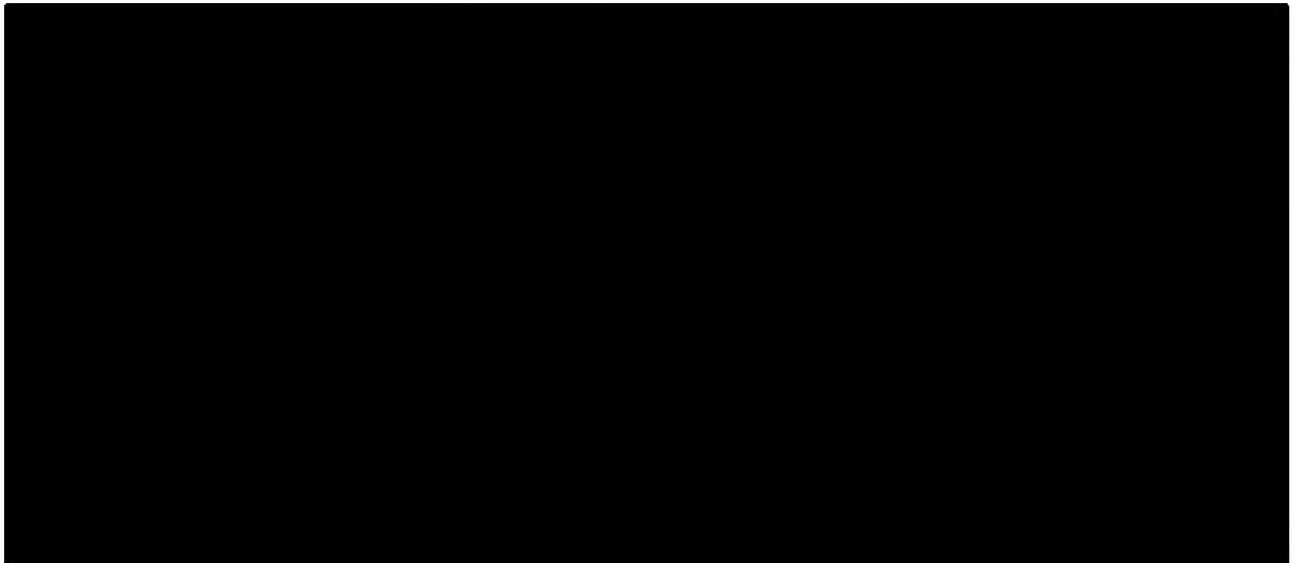
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BOISE STATE UNIVERSITY

Today, BEST serves more than 250 clients nationwide, including some of the country's most high-profile stadiums, arenas, convention centers, and national events. By combining operational excellence with a commitment to people and guest satisfaction, BEST has become the trusted partner of choice for organizations seeking security solutions that go beyond the expected. BEST is proud to be part of GardaWorld, a global leader in security and risk management, which strengthens our resources while supporting our client-focused approach.



BEST Branch Locations – United States



BEST Mission Statement

BEST, we recognize that the energy of the crowd defines the success of every event. That is why we are committed to delivering world-class security and crowd management solutions that ensure every moment is supported by professionalism, expertise, and care.

From planning through execution, our team brings the right talent, training, and judgment to every venue. We combine proven event security practices with high-touch service, ensuring that guests feel welcome, operations run smoothly, and event energy remains strong.

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Our people are empathetic, adaptable, and responsive, guided by standards and training that set the benchmark in the industry. With a nationwide presence and a culture of excellence, we are trusted to manage crowds of every size and occasion. At BEST, we believe event energy should never falter. We make certain it continues.

Gardaworld Experience

[REDACTED]

[REDACTED]

[REDACTED]

Delivering Comprehensive Security Solutions and Personalized Service

Our business model is a key strength that gives us a secure and flexible platform to pursue success. We operate globally through distinctly defined business verticals. By doing so, we benefit from focused ownership with operational agility in each of our business markets while maintaining strong governance and economies of scale.

[REDACTED]

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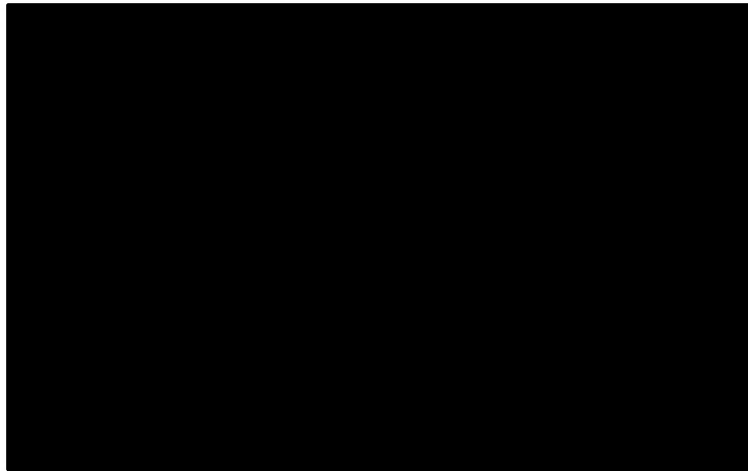
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BOISE STATE UNIVERSITY

Leadership Philosophy

Managers at all levels across BEST serve those who wear our uniform. In support of the family-oriented culture designed around the concept of creating “engaged” employees, BEST subscribes to the theory of the inverted org chart, where management supports “up the line” to our most important asset, the event security officer.



Award-Winning Culture: Great Place to Work® Certified



Approach to Diversity, Equity, and Inclusion



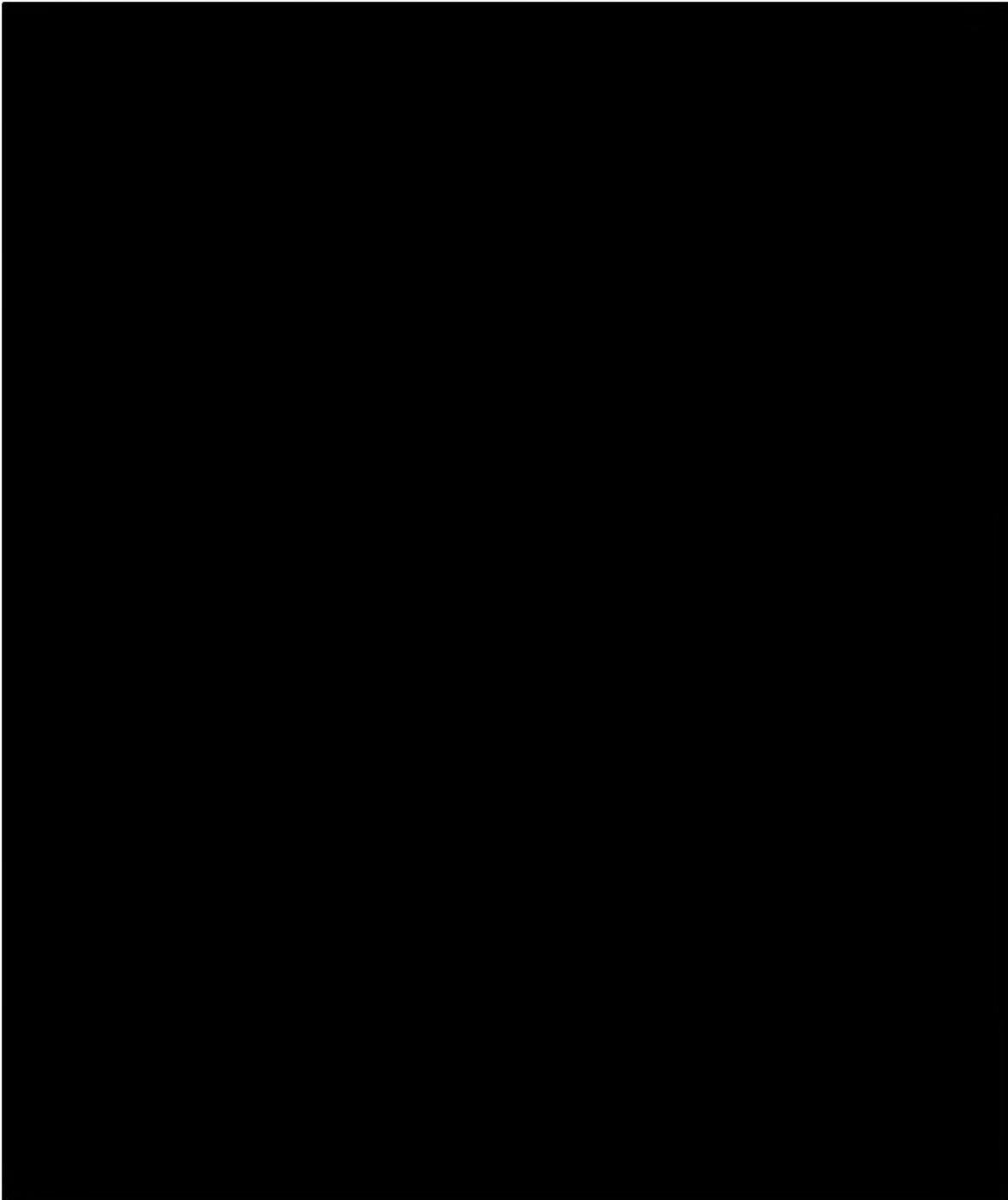
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Industry Partnerships & Professional Associations

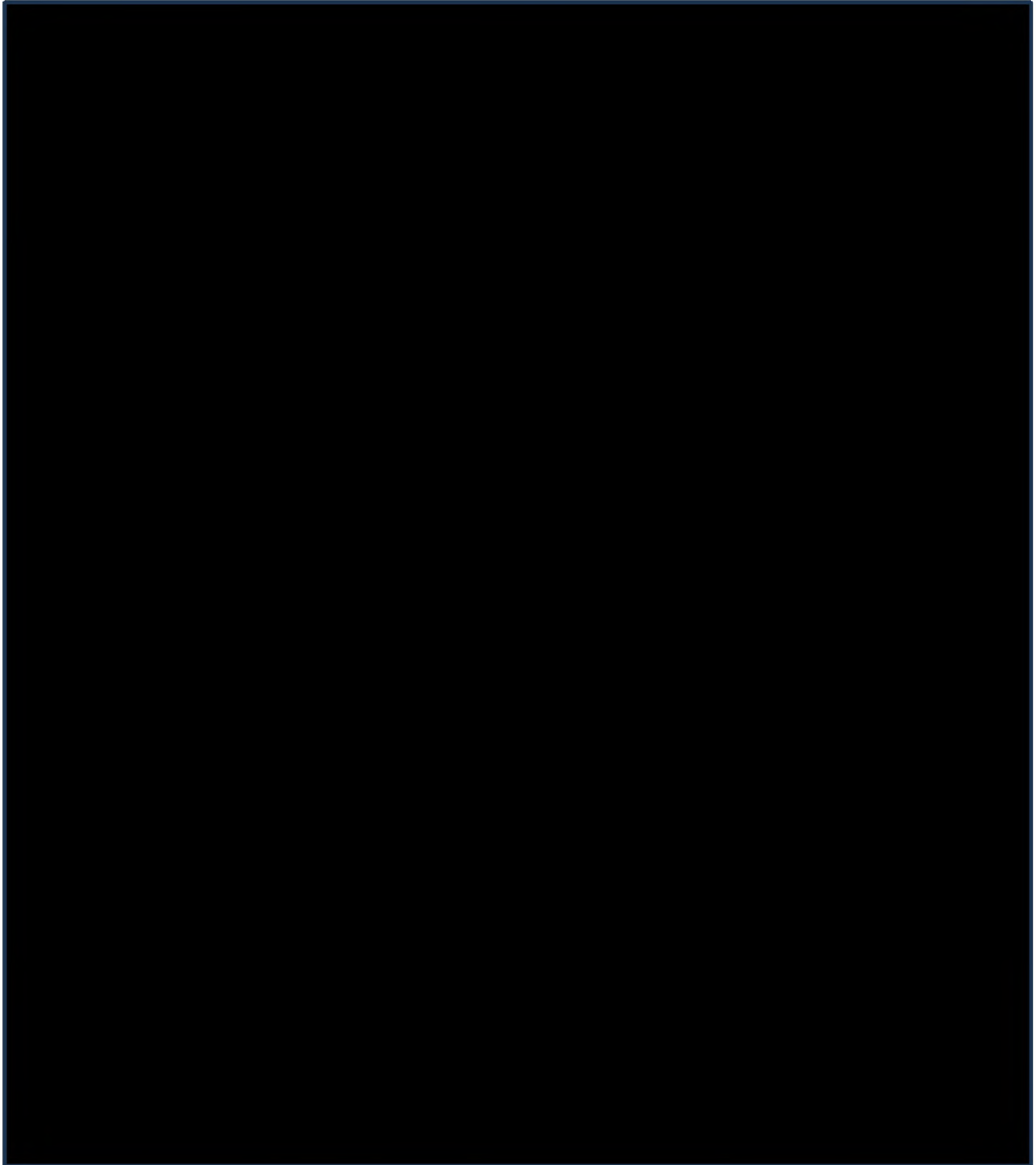


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1.2 CLIENT LIST
NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)



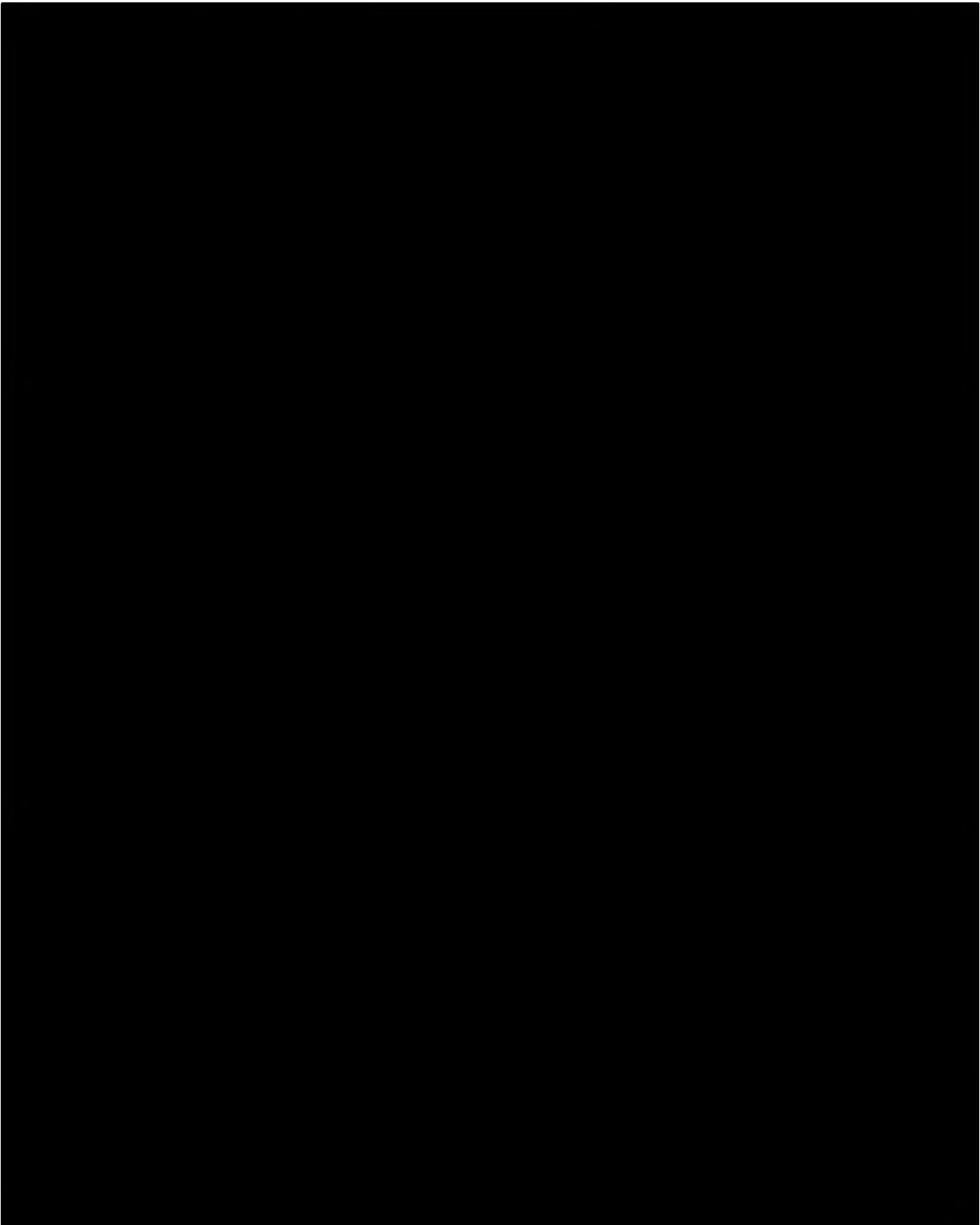
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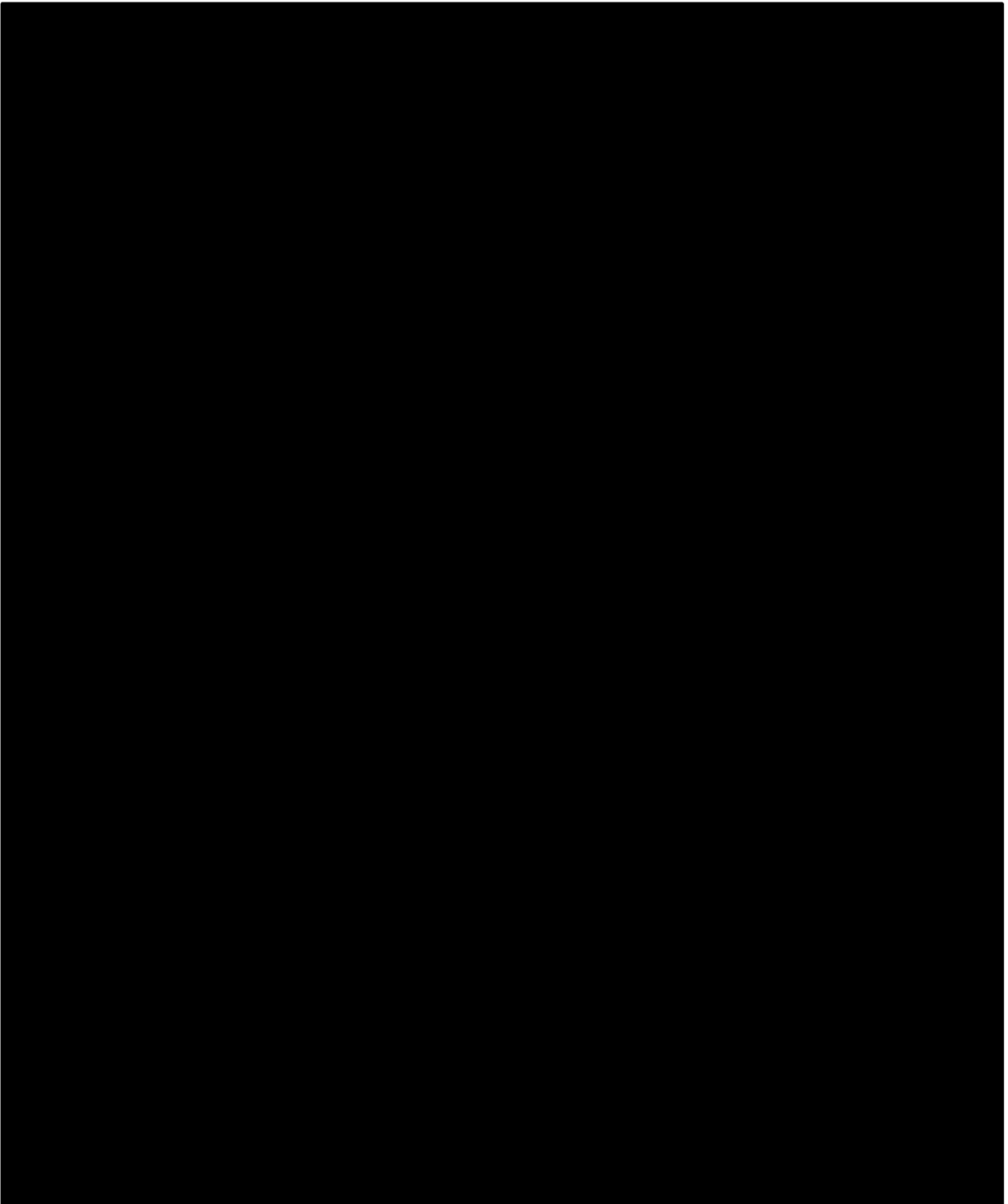
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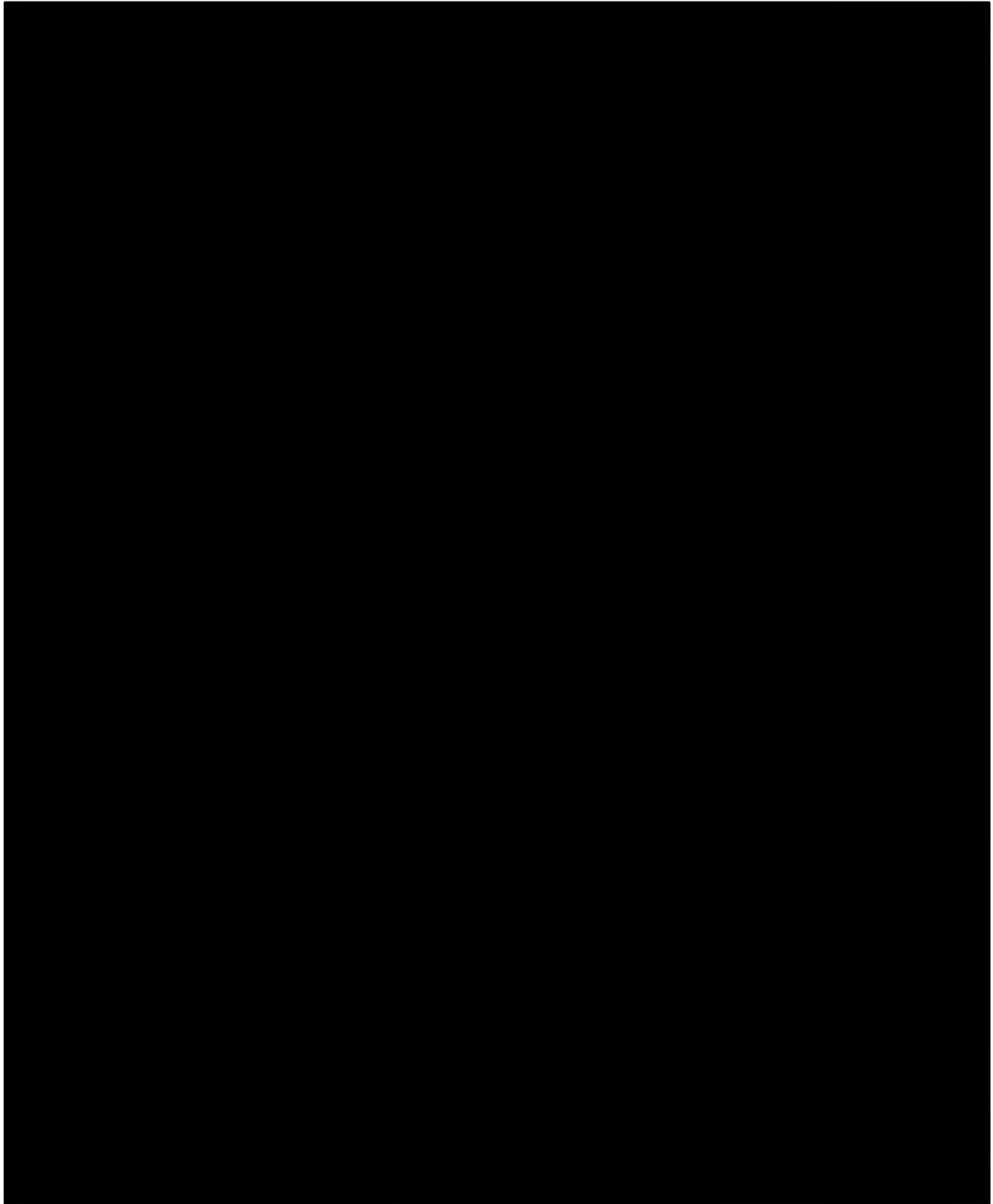
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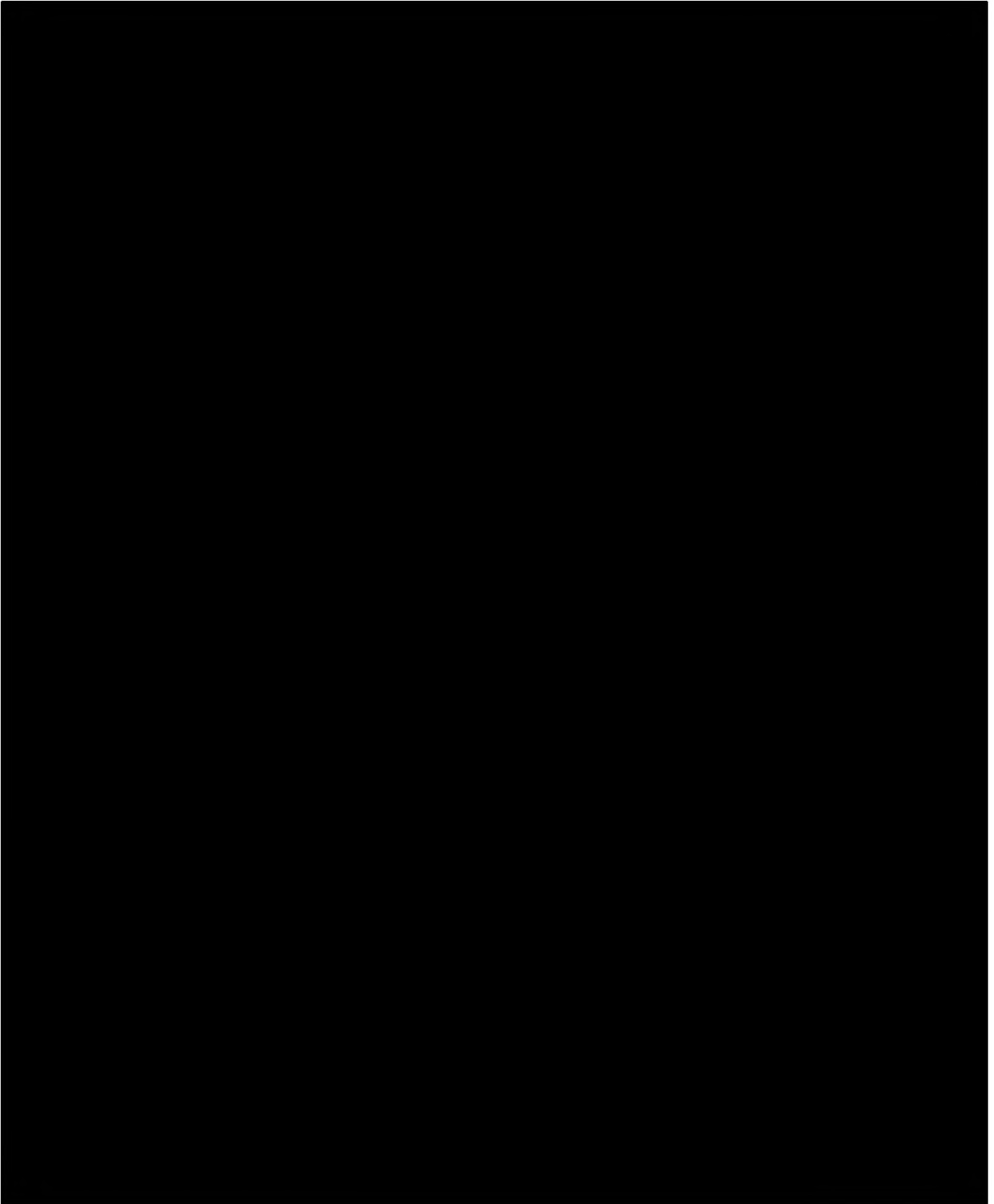


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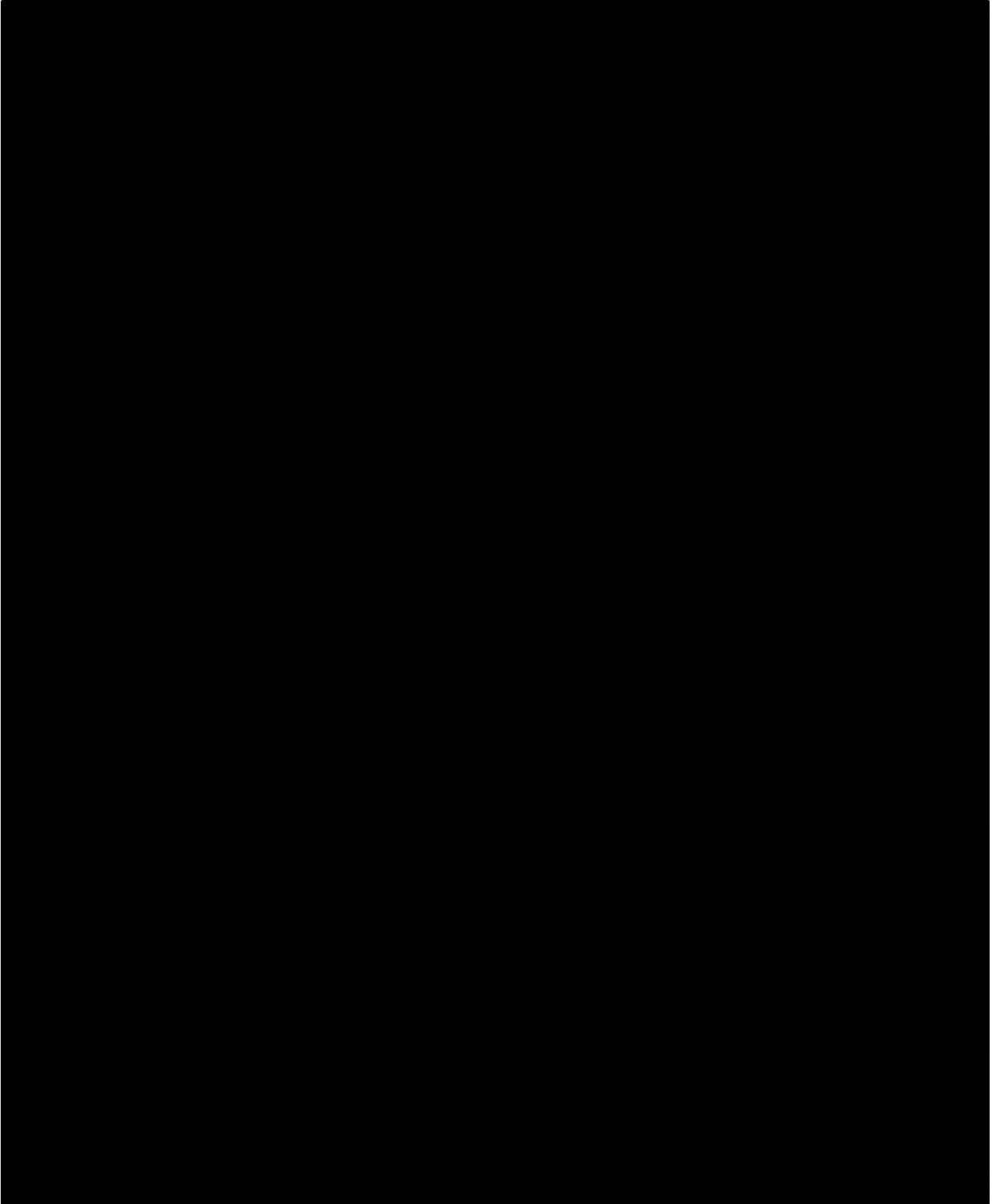


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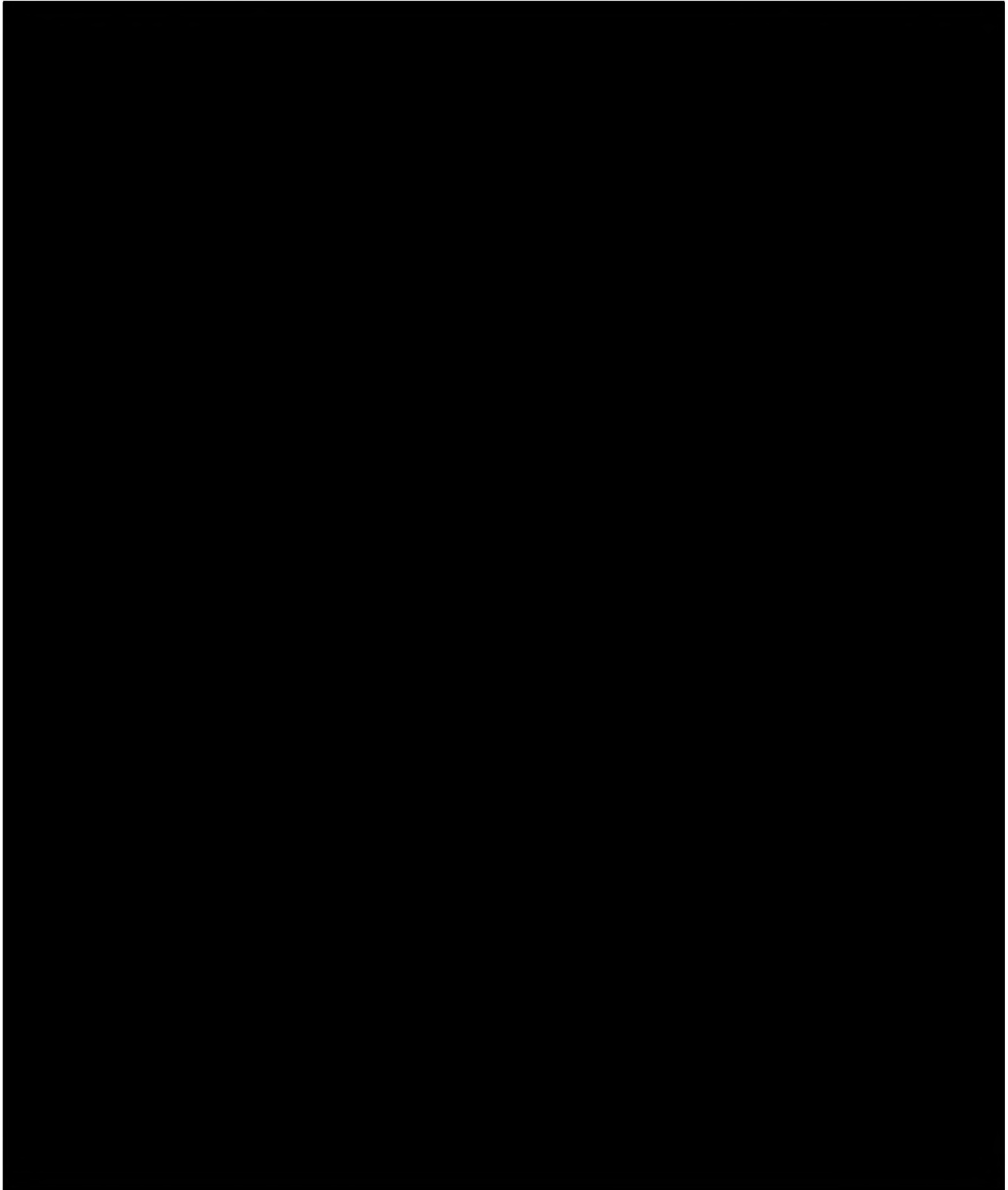
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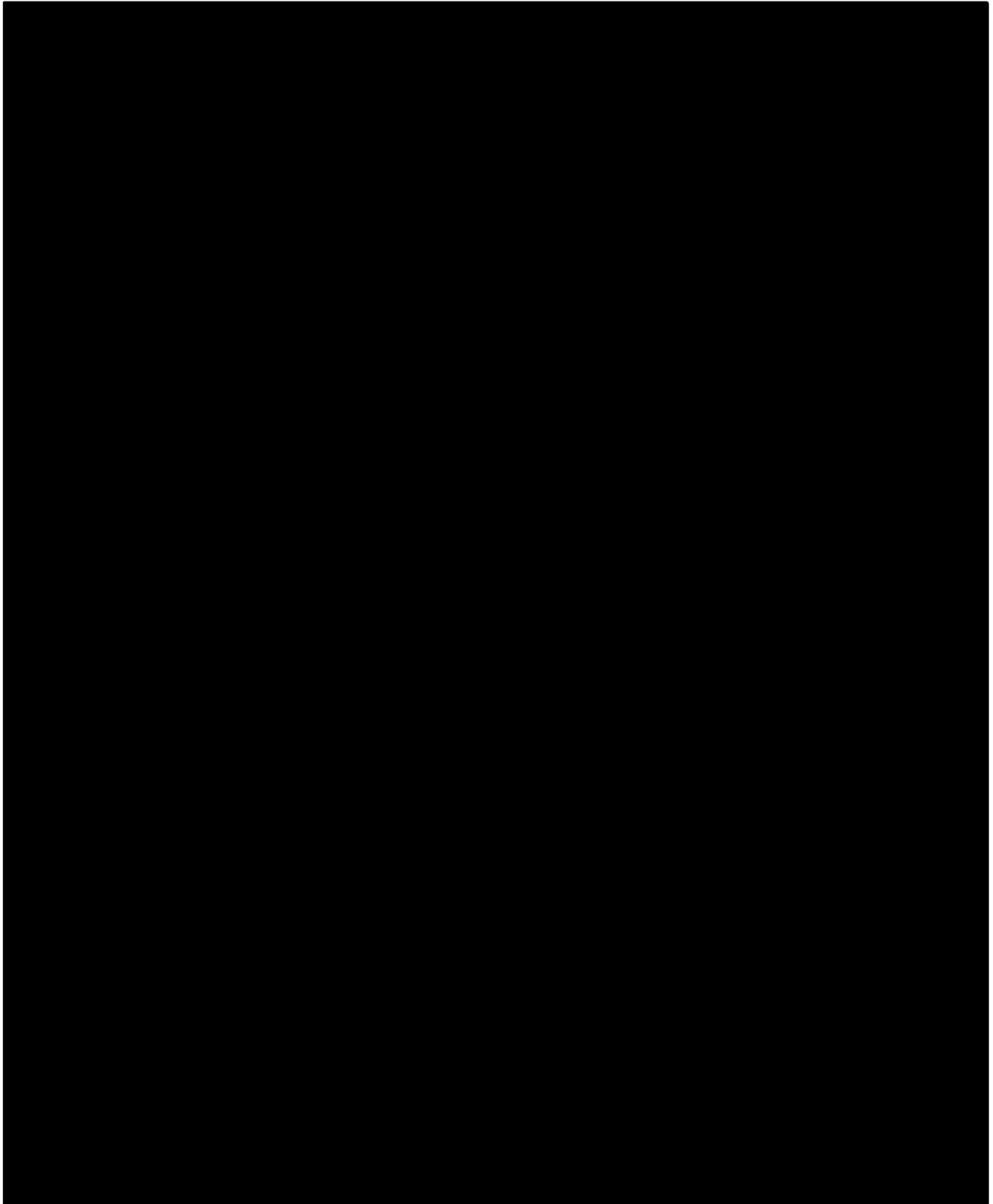
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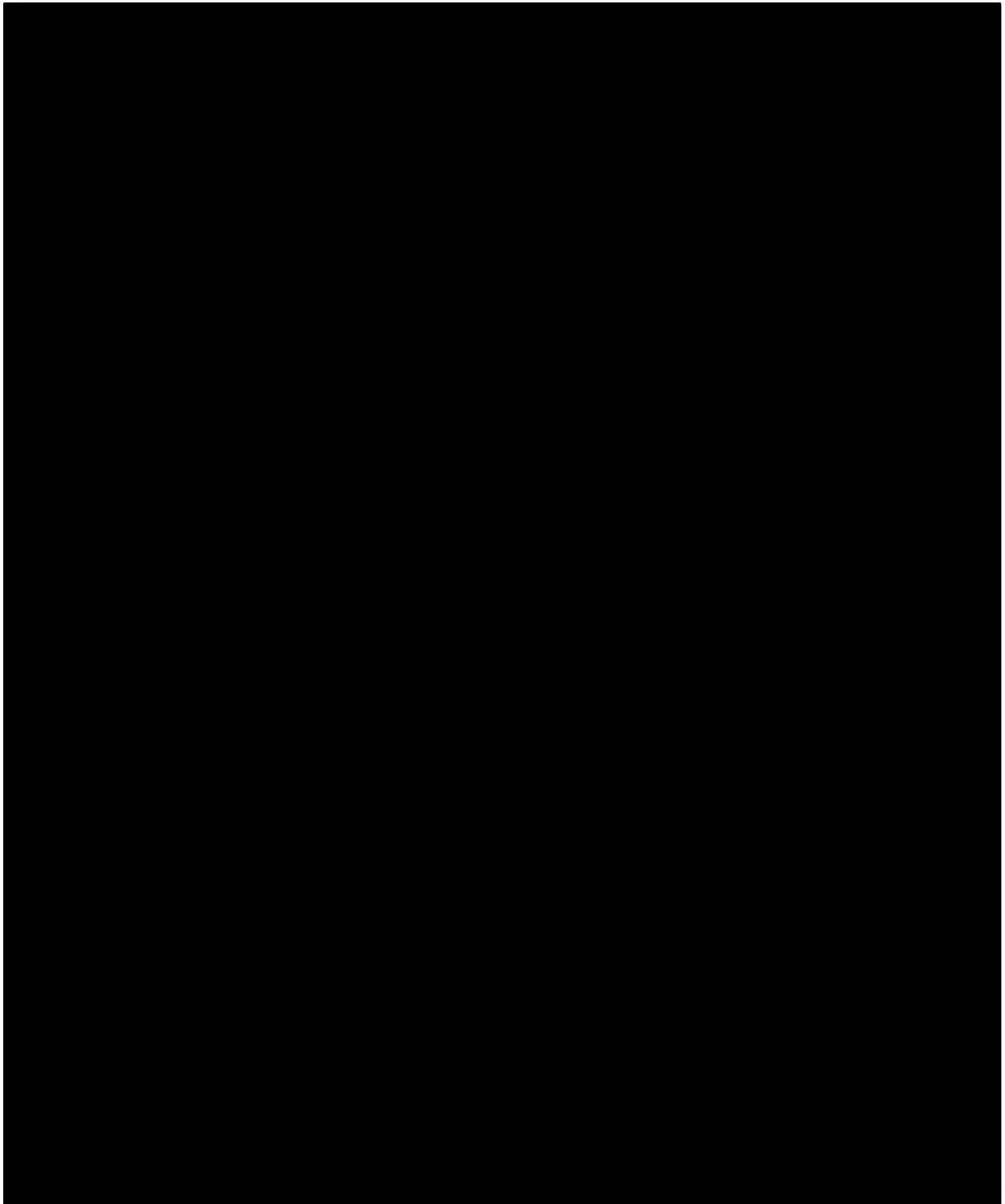
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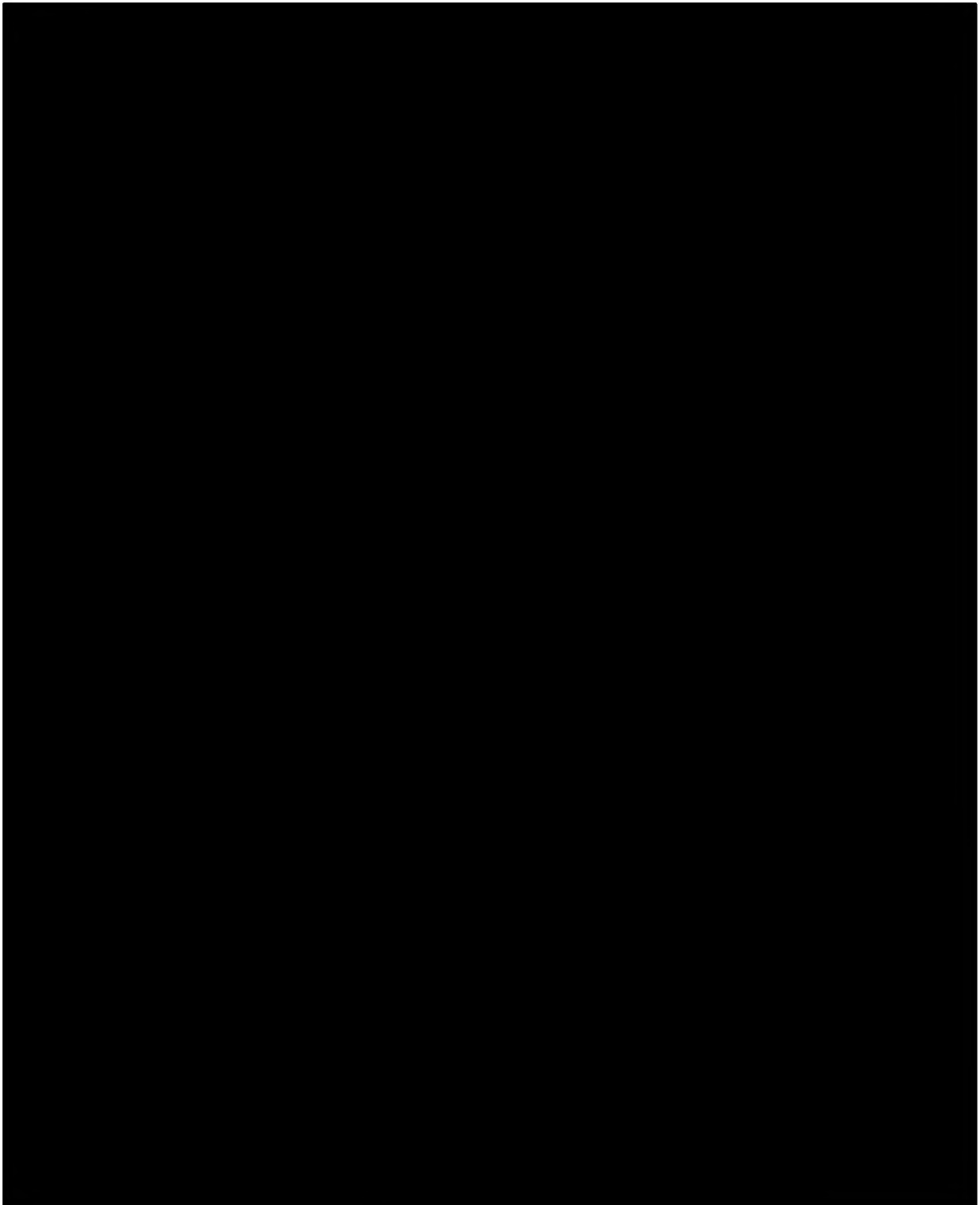
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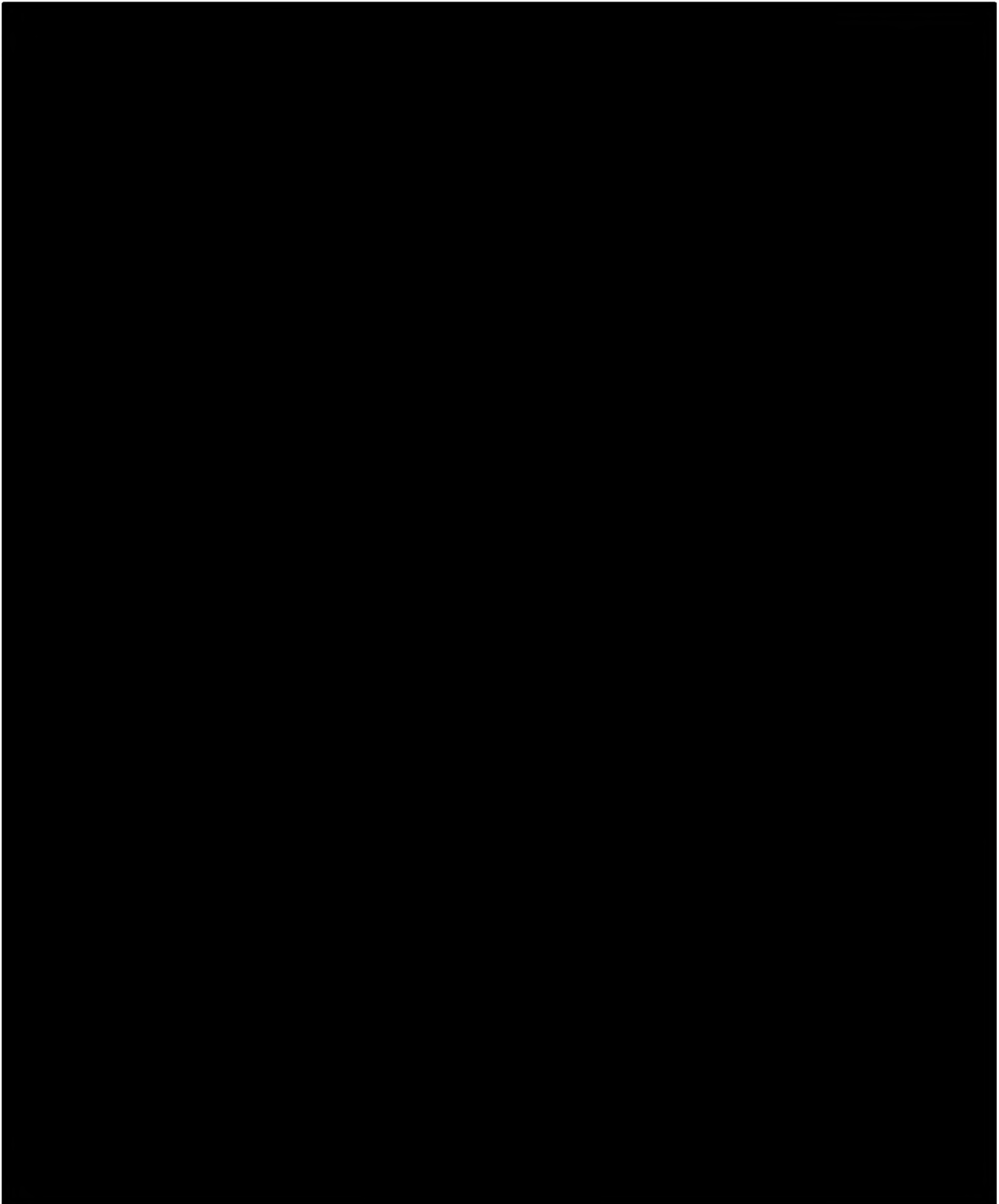
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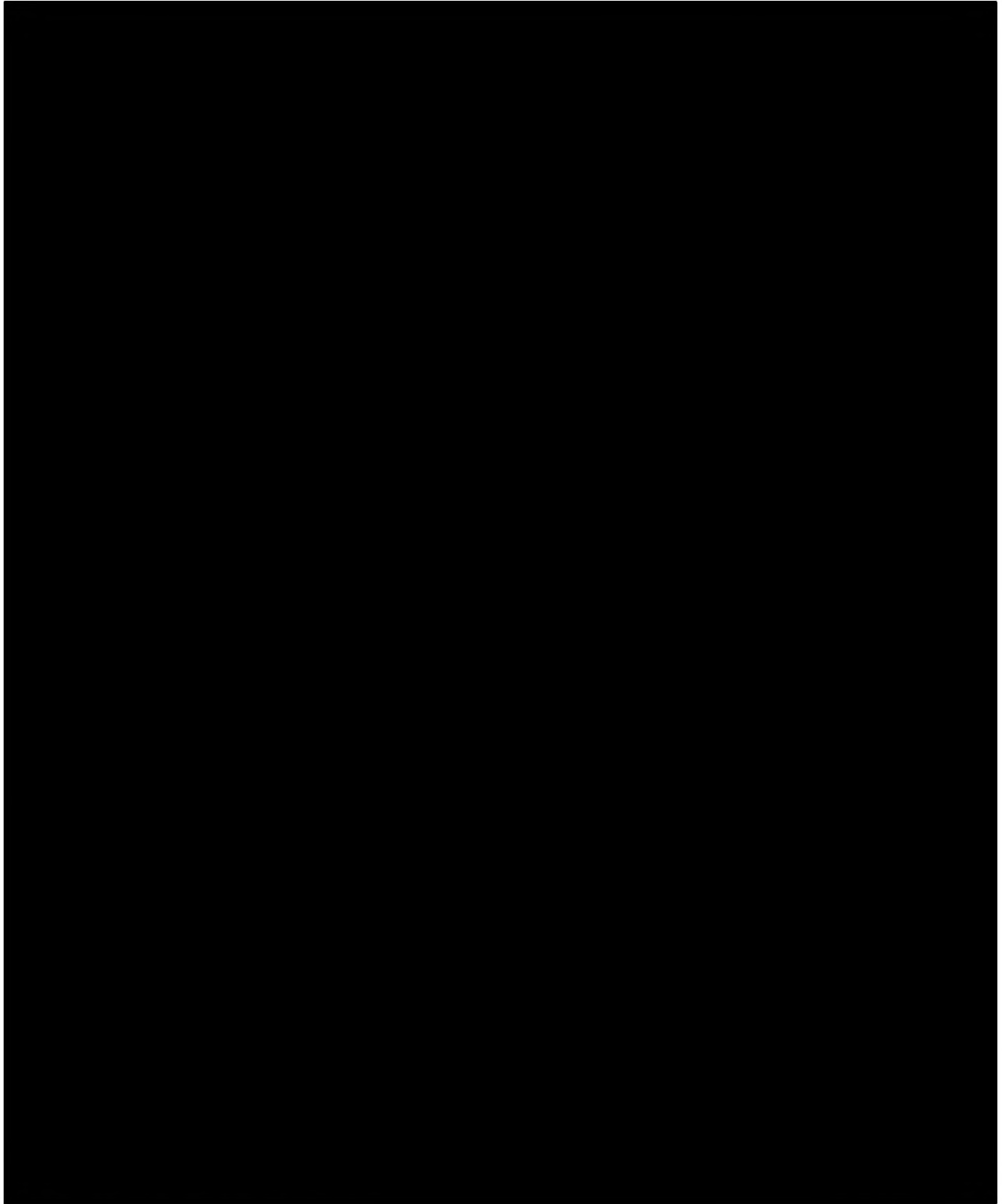
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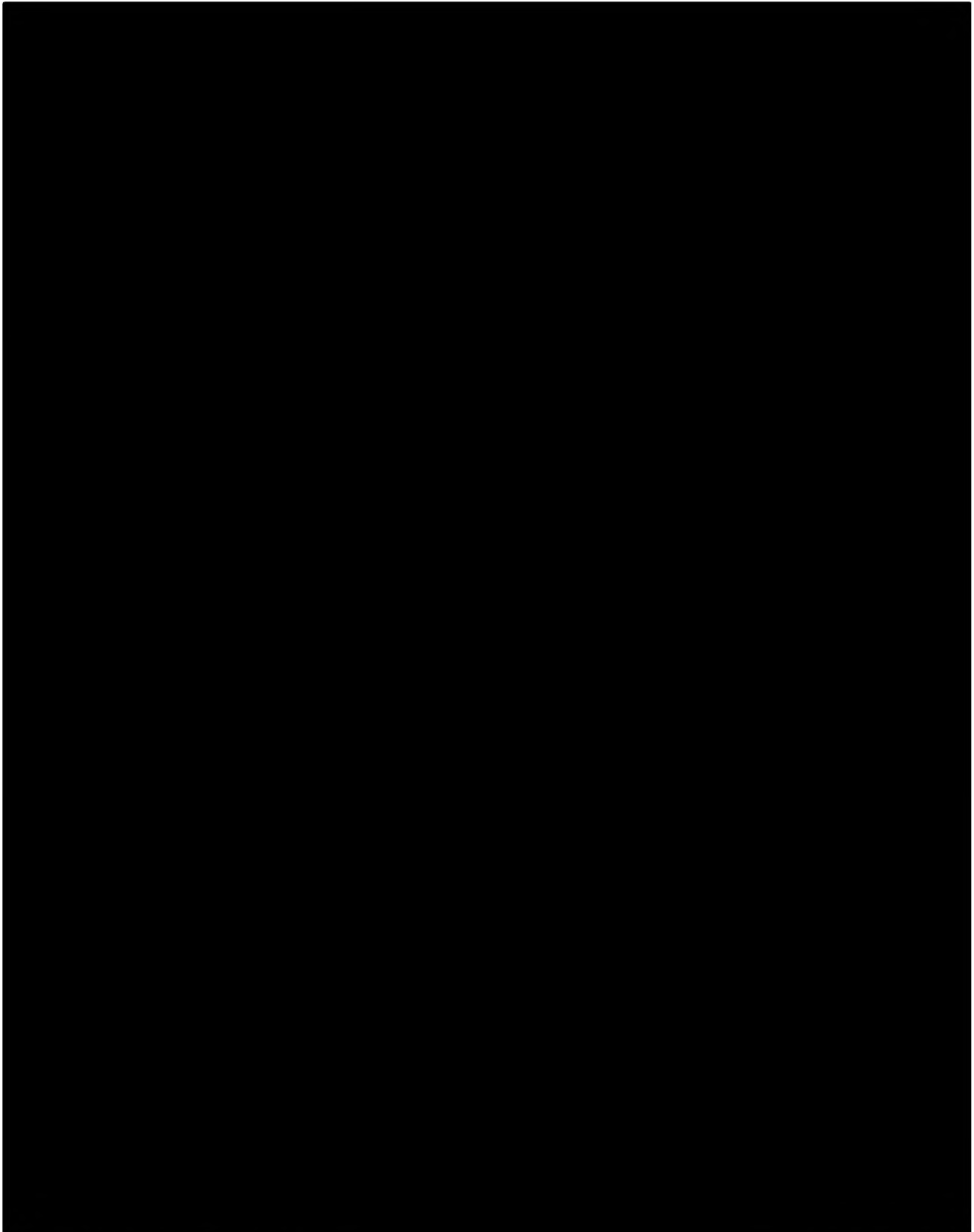
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UNIVERSITY OF CALIFORNIA - BERKELEY

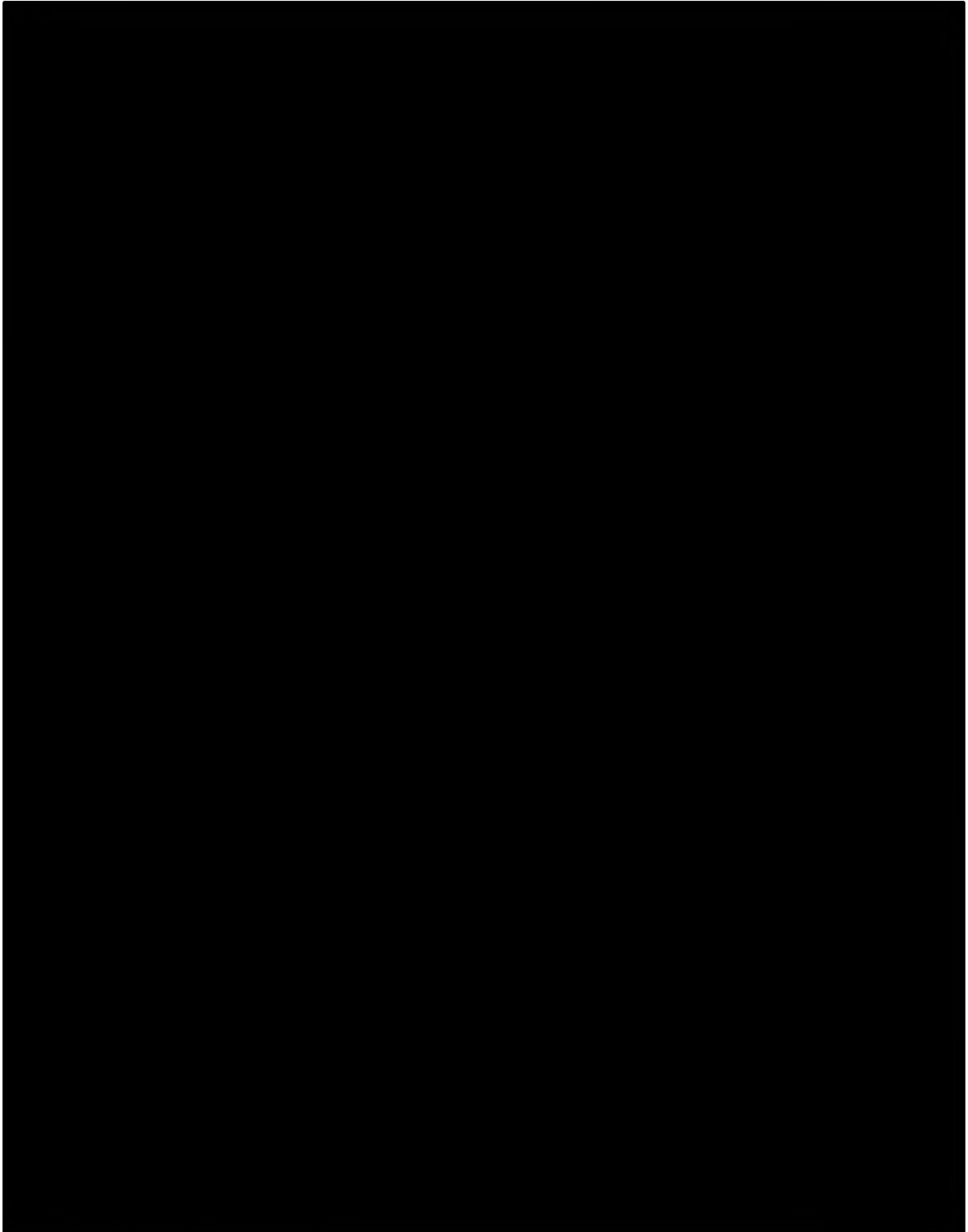


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UNIVERSITY OF CALIFORNIA - BERKELEY

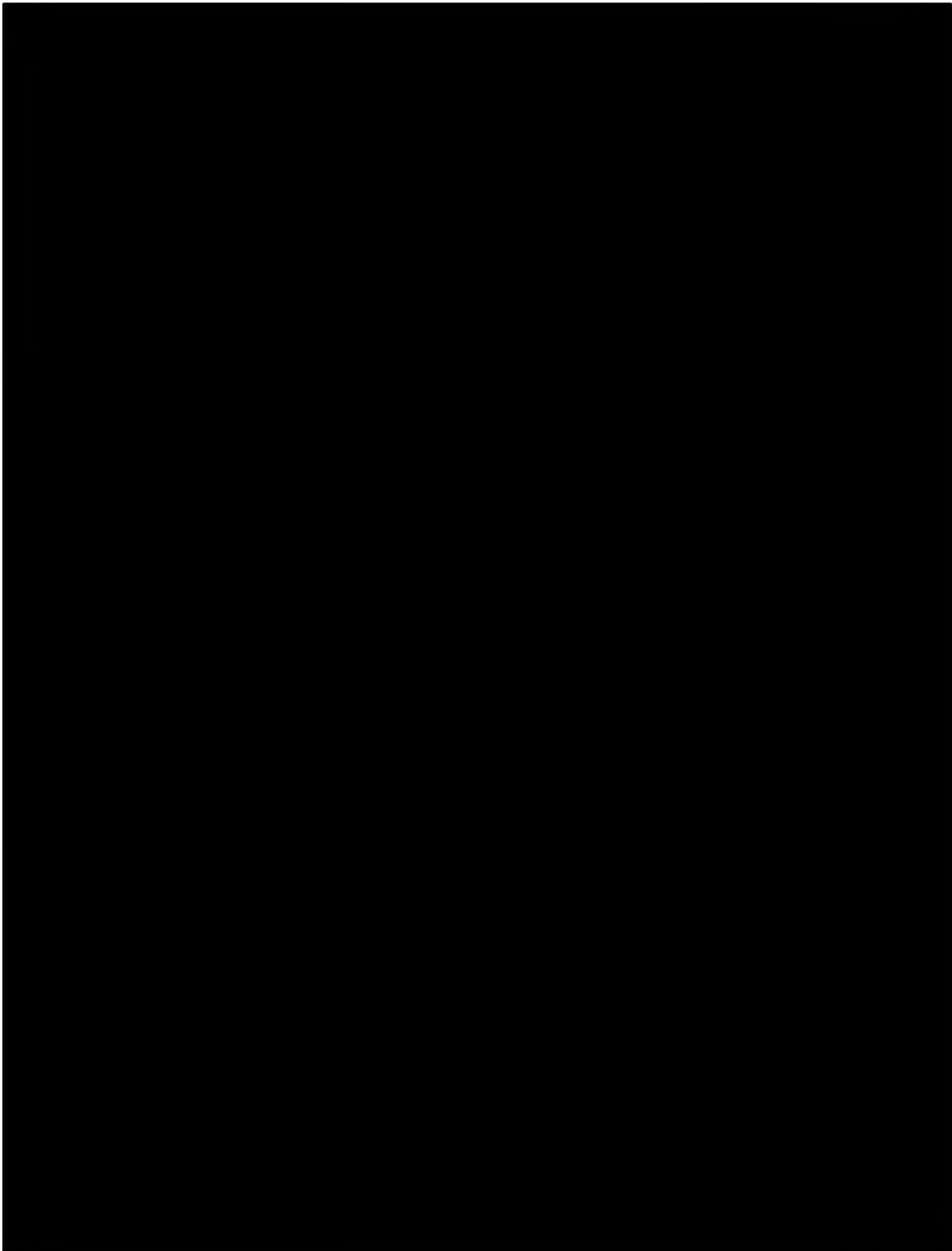


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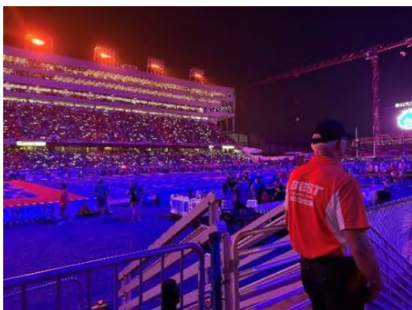
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1.3 BOISE STATE UNIVERSITY X BEST CROWD MANAGEMENT

A PROVEN AND INVESTED PARTNER TO BOISE STATE UNIVERSITY



BEST is proud to serve Boise State University as the incumbent provider of event security, parking services, and traffic control. Over multiple seasons, our team has built a deep operational understanding of Boise State's unique campus environment, event flow, traffic patterns, and fan culture. Our continued service at Albertsons Stadium, campus athletics venues, and university special events has allowed us to develop a highly trained, Boise-based workforce that is familiar with Boise State's expectations for professionalism, safety, and guest engagement.

Our ongoing success at Boise State is driven by a locally embedded leadership team that has built strong, trusted relationships with Athletics, Event Services, Campus Security, and university stakeholders. These individuals are at the heart of our partnership and represent BEST's commitment to continuity, quality, and continuous improvement.

CURRENT OPERATIONS & WINS

[REDACTED]

[REDACTED]

Established Scope of Services at Boise State

[REDACTED]

[REDACTED]

[REDACTED]

Athletic Events Currently Supported

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

Special Events, Parking, and Supplemental Operations

[REDACTED]

[REDACTED]

[REDACTED]

Operational Progress & Shared Successes

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

Strengthening the Boise Workforce Through Community Engagement

[REDACTED]

[REDACTED]

[REDACTED]

A Partnership Built, Proven, and Advancing Forward

[REDACTED]



[REDACTED]

[REDACTED]

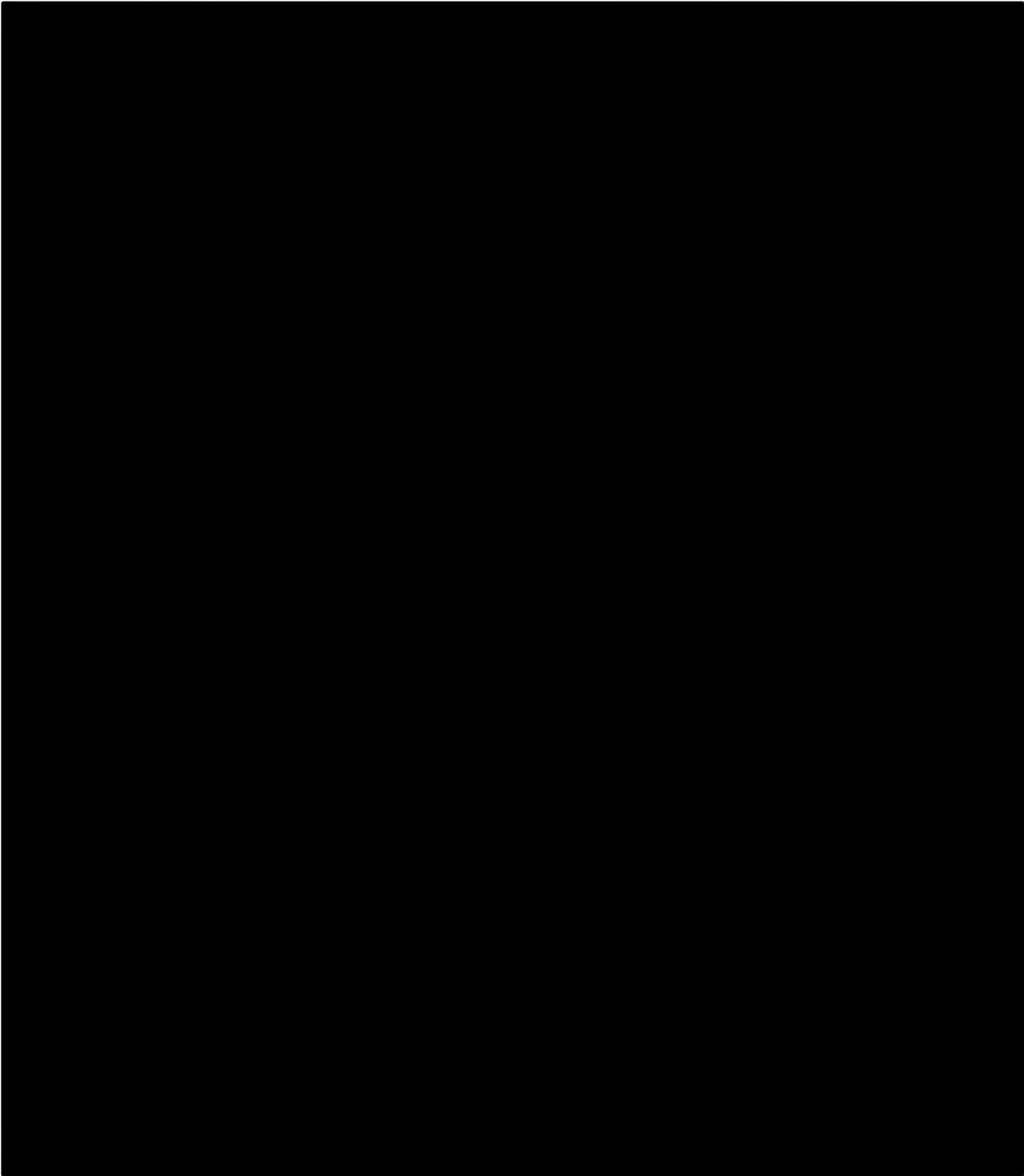
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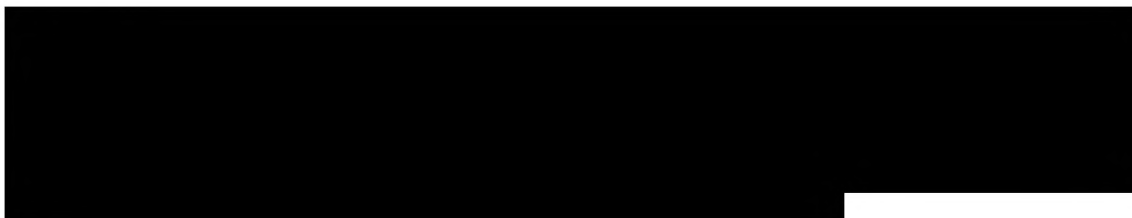
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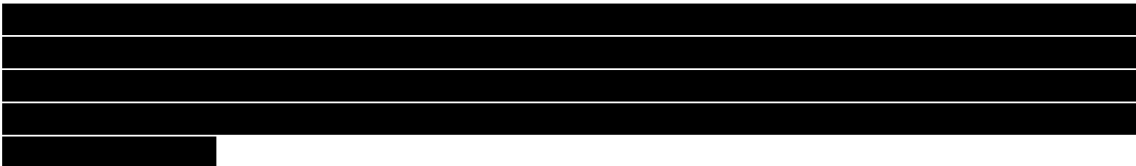
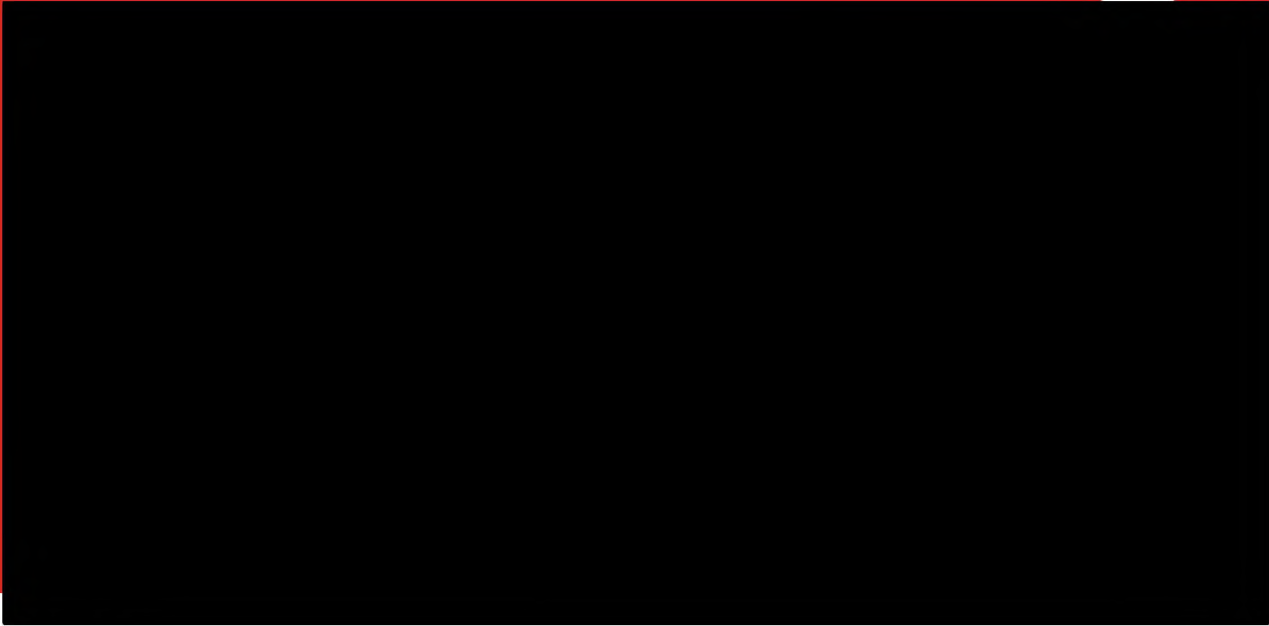
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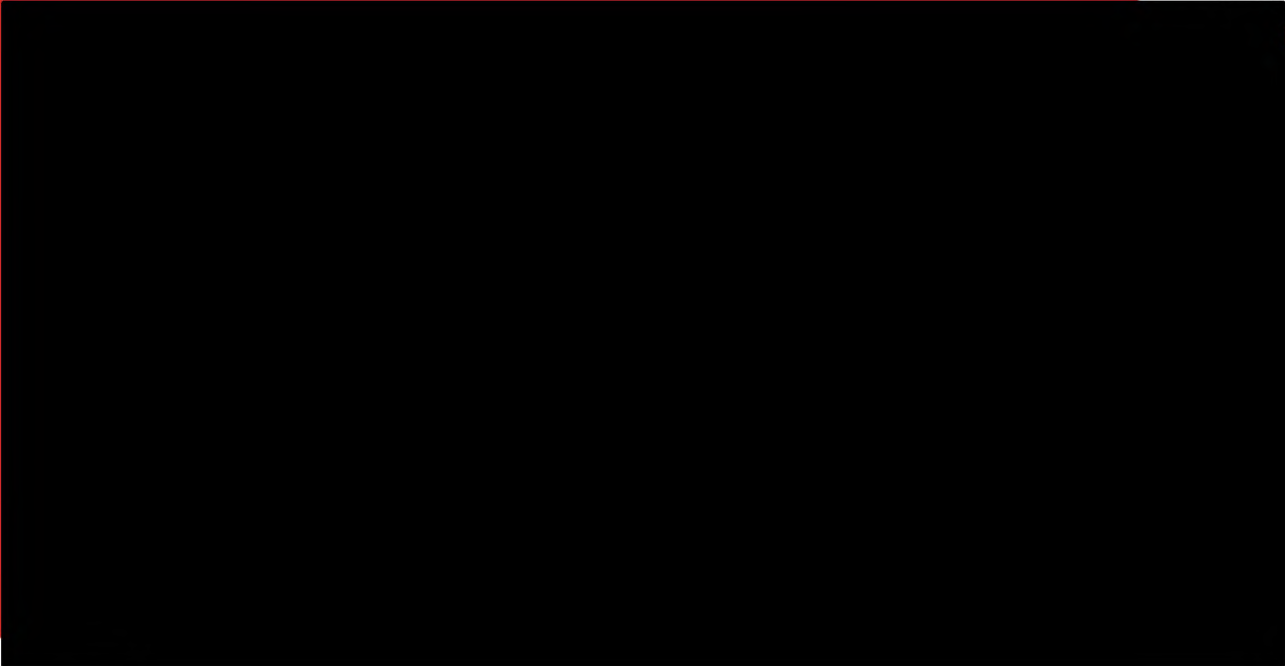




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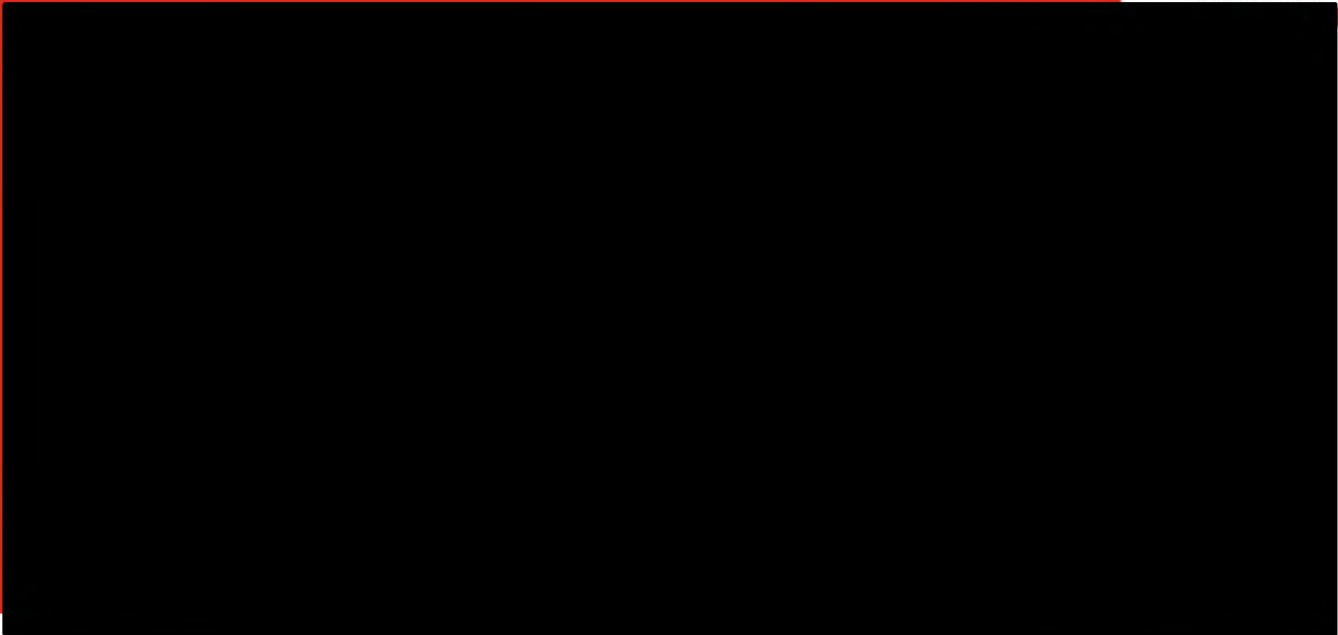
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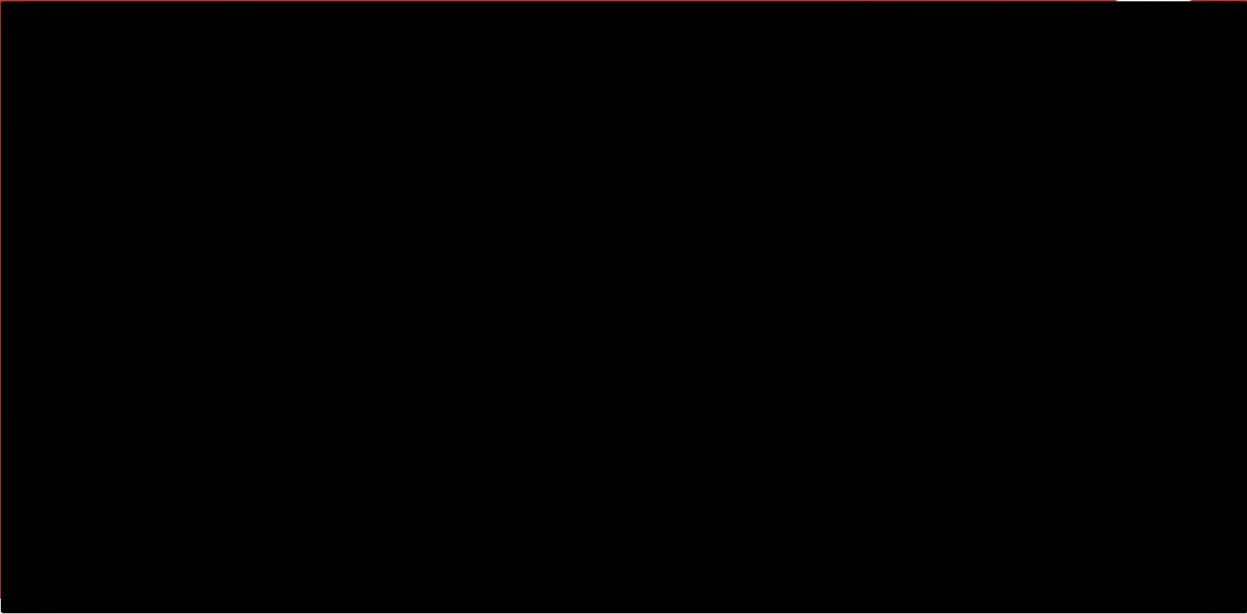




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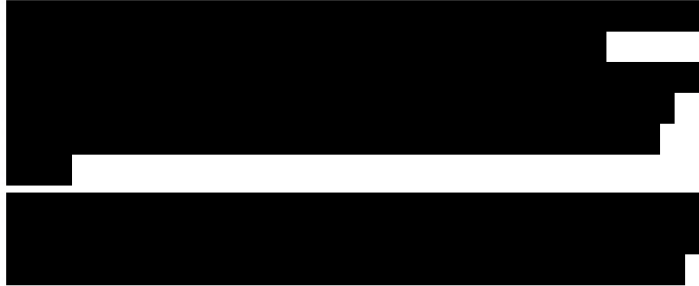
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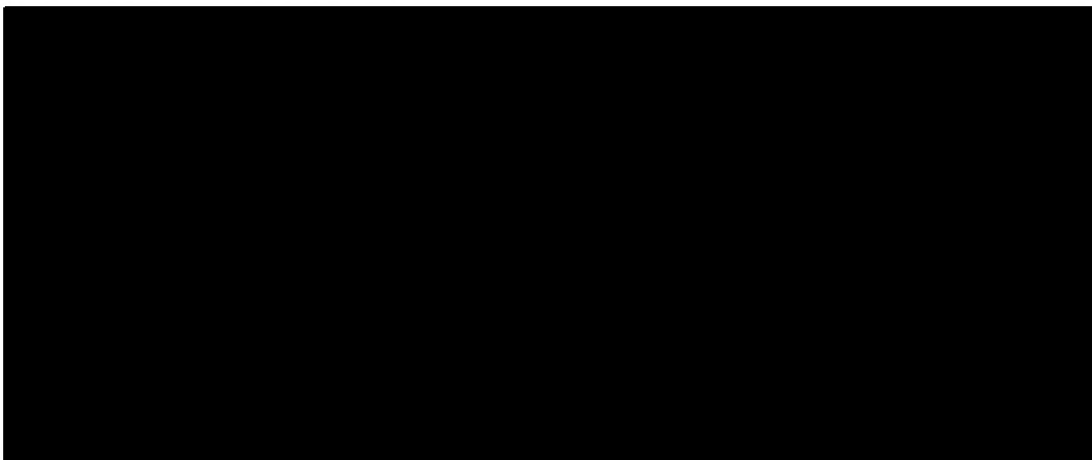
1.4 RECRUITING & HIRING



Strategic Recruitment Approach



Recruitment Advertisement Example:

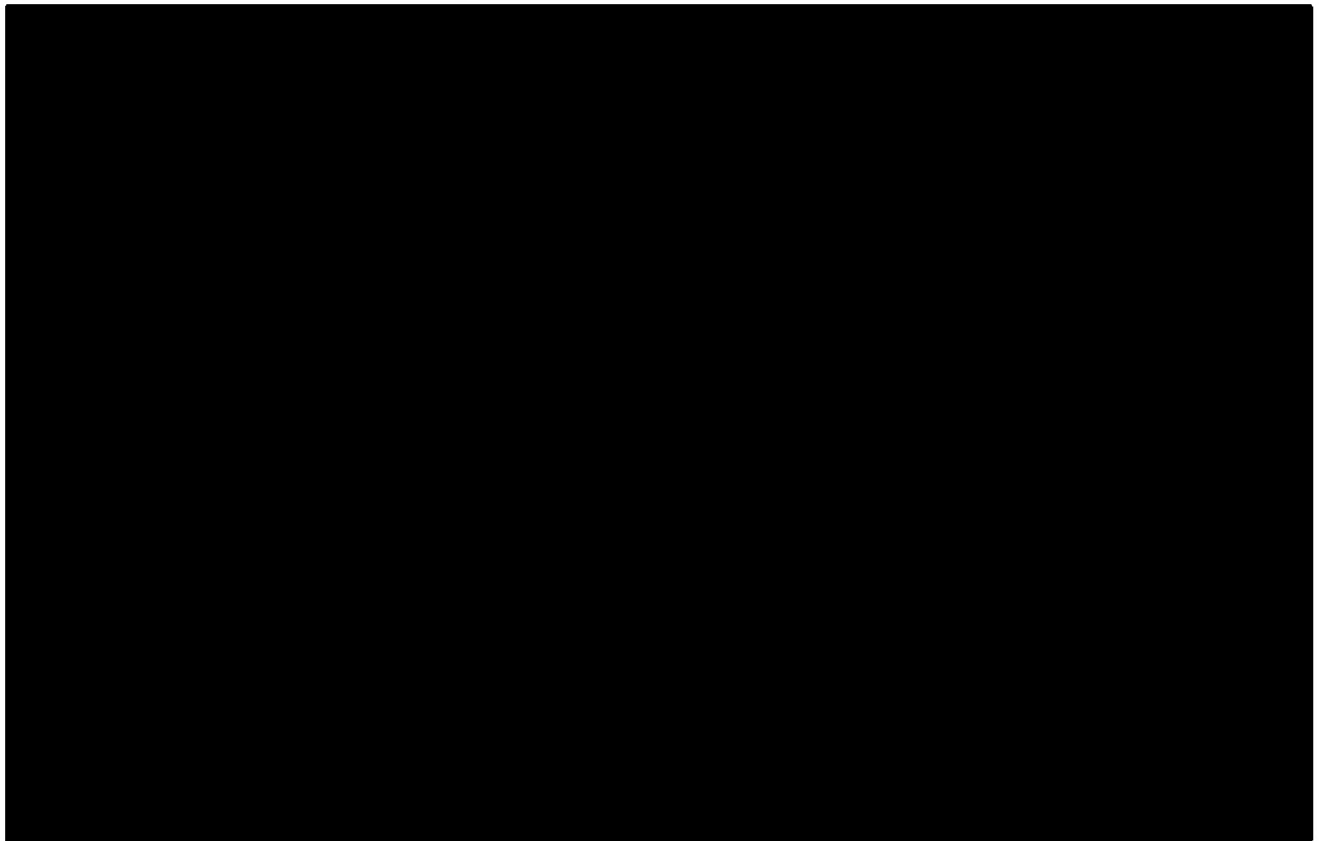


Please Note: The above generic graphics are only sample ads. Any marketing material will be proposed to your team for review and approval.

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Partnership with Local Recruiting Teams



Applicant Journey and Screening

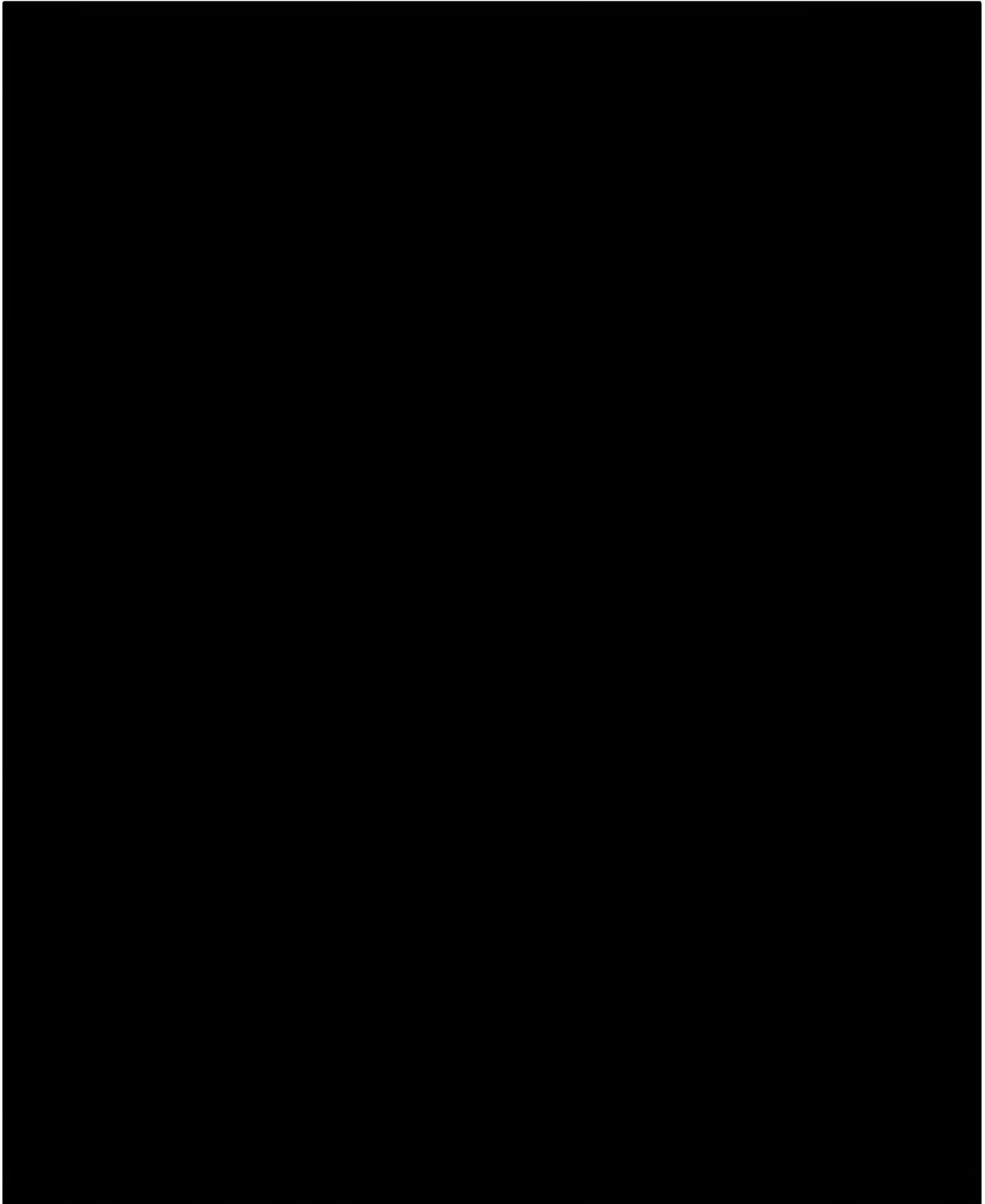


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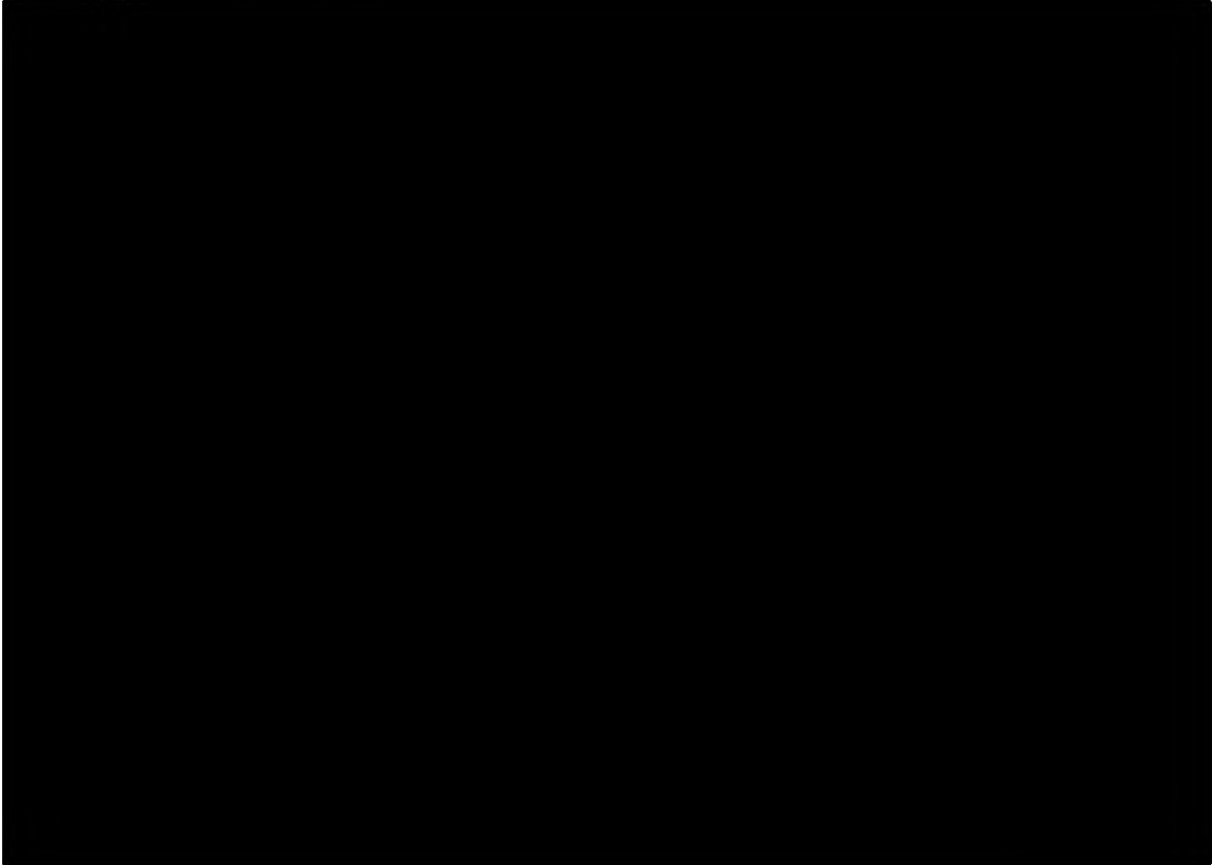
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Full Application Process



BACKGROUND SCREENING AND COMPLIANCE REPORTING



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RECRUITMENT AND ENGAGEMENT TECHNOLOGY

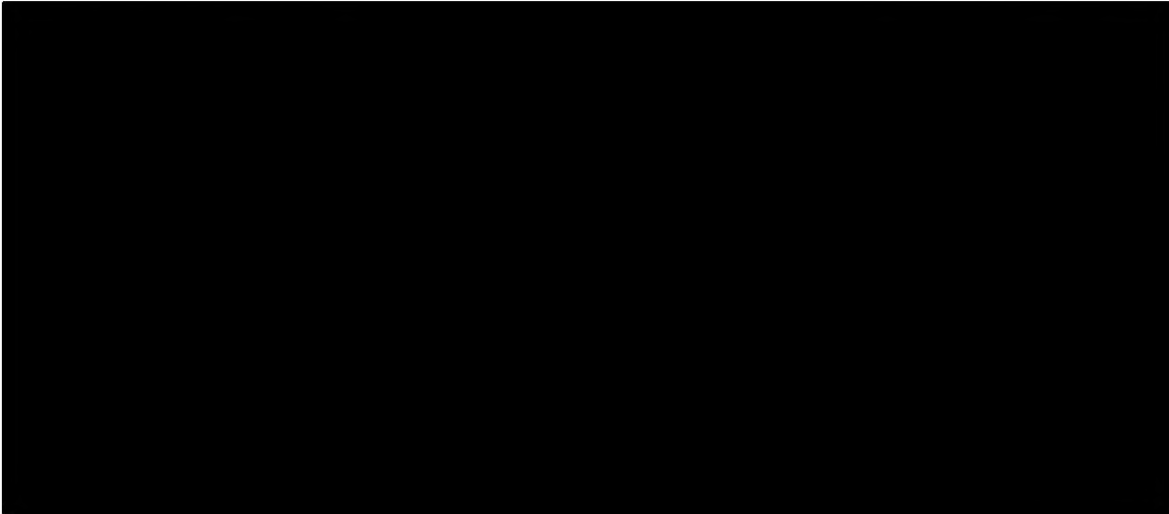
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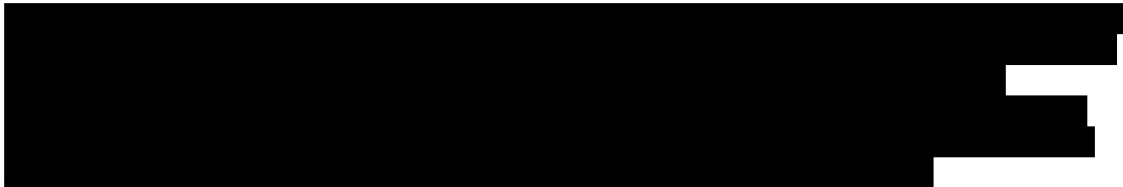
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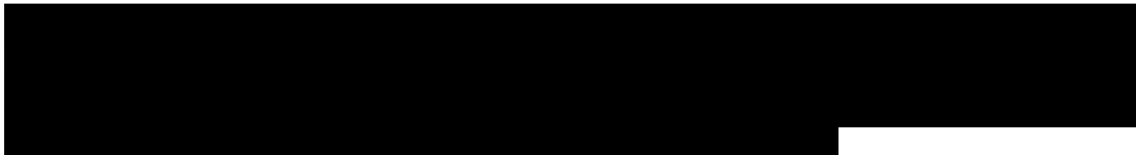
BOISE STATE UNIVERSITY



NATIONAL WORKFORCE AND HIRING SUCCESS



BOISE STATE STUDENT EMPLOYMENT & CAREER PATHWAYS



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- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

1.5 TRAINING AND ORIENTATION



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

Pre-Assignment Orientation

[REDACTED]

[REDACTED]

[REDACTED]

Supervisory Management Training

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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Continuous Education

[REDACTED]

[REDACTED]

- [REDACTED]
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- [REDACTED]
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- [REDACTED]

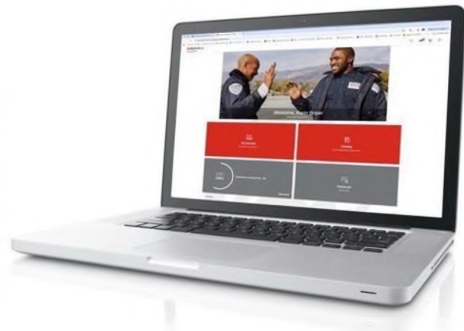
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BEST Learning Platform: Focused on Event-Ready Training

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]



Specialized Training Programs

[REDACTED]

- [REDACTED]
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- [REDACTED]
- [REDACTED]
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TRAINING, CERTIFICATION, AND CLERY ACT COMPLIANCE ASSURANCE



[REDACTED]

[REDACTED]

Training and Certification Compliance

[REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

Clery Act & Campus Security Authority (CSA) Compliance

[REDACTED]

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[REDACTED]

Compliance Oversight & Continuous Monitoring

[REDACTED]

Affirmation of Commitment

[REDACTED]

1.6 BEST EXPERIENCE

[REDACTED]

BEST Factoids Examples:

[REDACTED]

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COMPREHENSIVE BENEFITS

[REDACTED]

Direct Deposit & DailyPay

[REDACTED]

[REDACTED]

Employee Hotline and Feedback Program

[REDACTED]

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[REDACTED]

[REDACTED]

Employee Assistance Program (EAP)

[REDACTED]

BEST-In-Class Recognition Program

[REDACTED]

[REDACTED]

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[REDACTED]

Co-Branded and Client-Specific Employee Recognition

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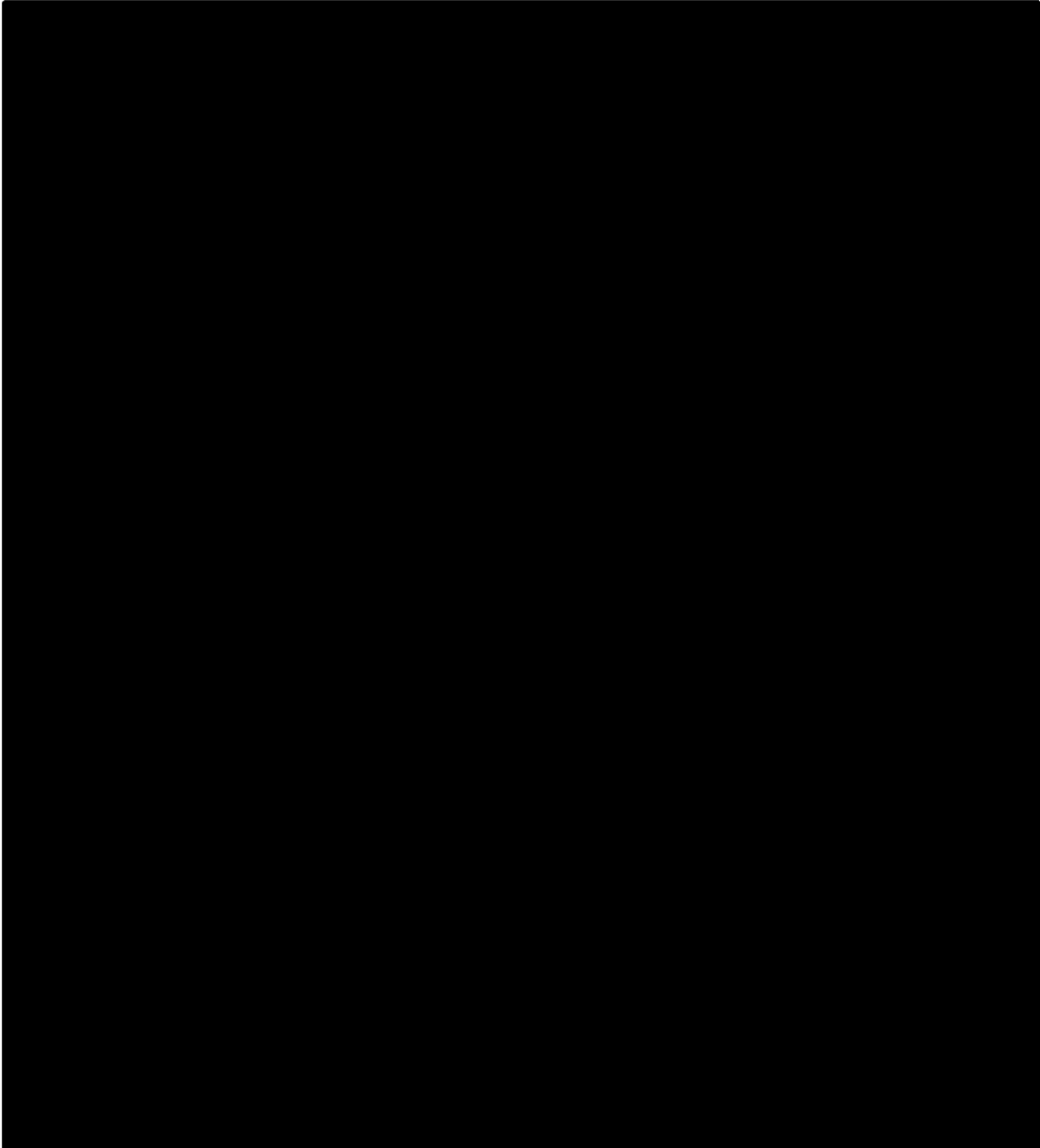
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1.7 SCOPE OF WORK

LINE LEVEL SCOPE OF WORK

At BEST, delivering exceptional event staffing and security services begins with clearly defined roles, structured supervision, and close coordination with university leadership and public safety partners.

The following outlines the personnel classifications and responsibilities that support safe, efficient, and welcoming university events across athletic competitions, concerts, commencements, conferences, and high-profile campus gatherings.

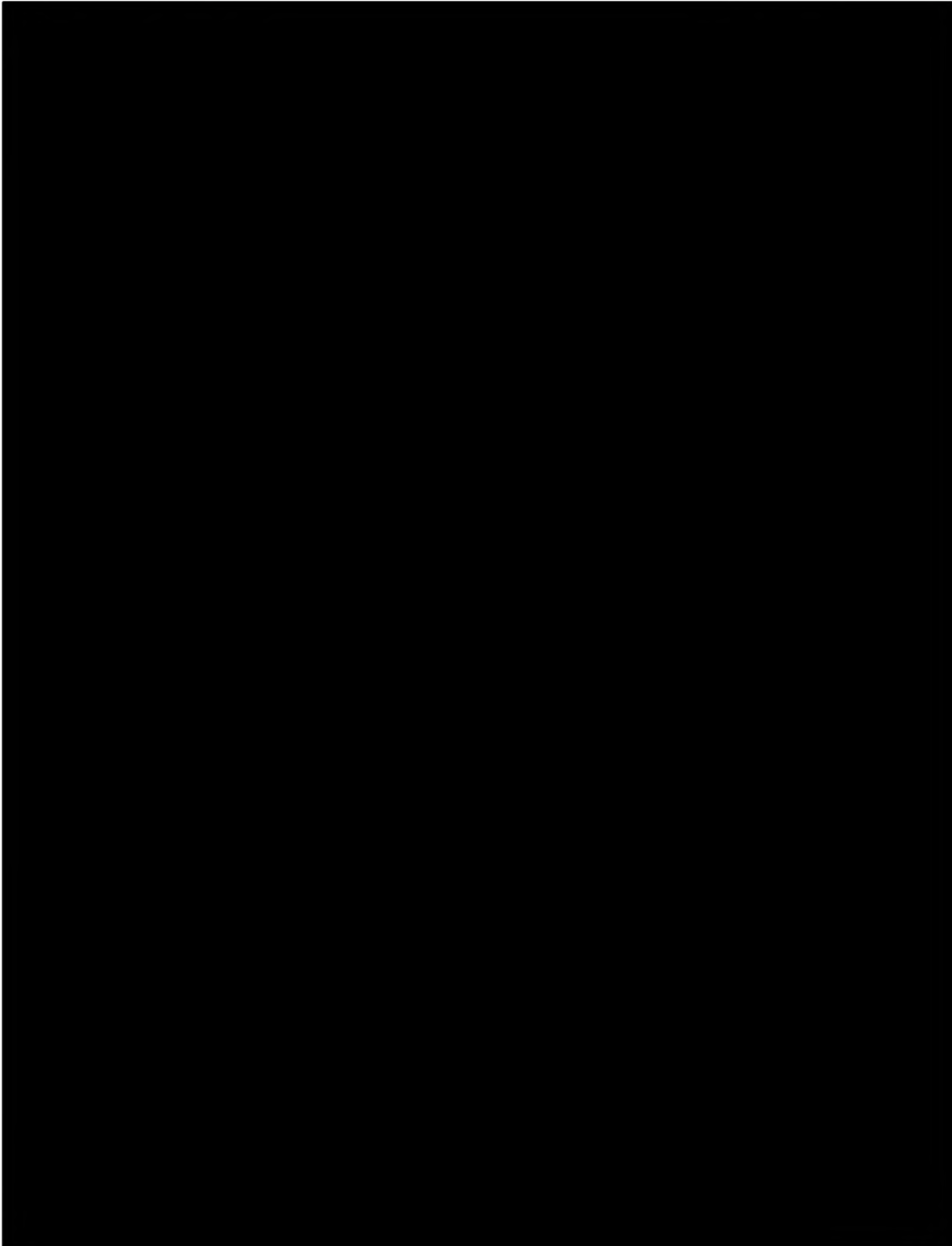


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BOISE STATE UNIVERSITY

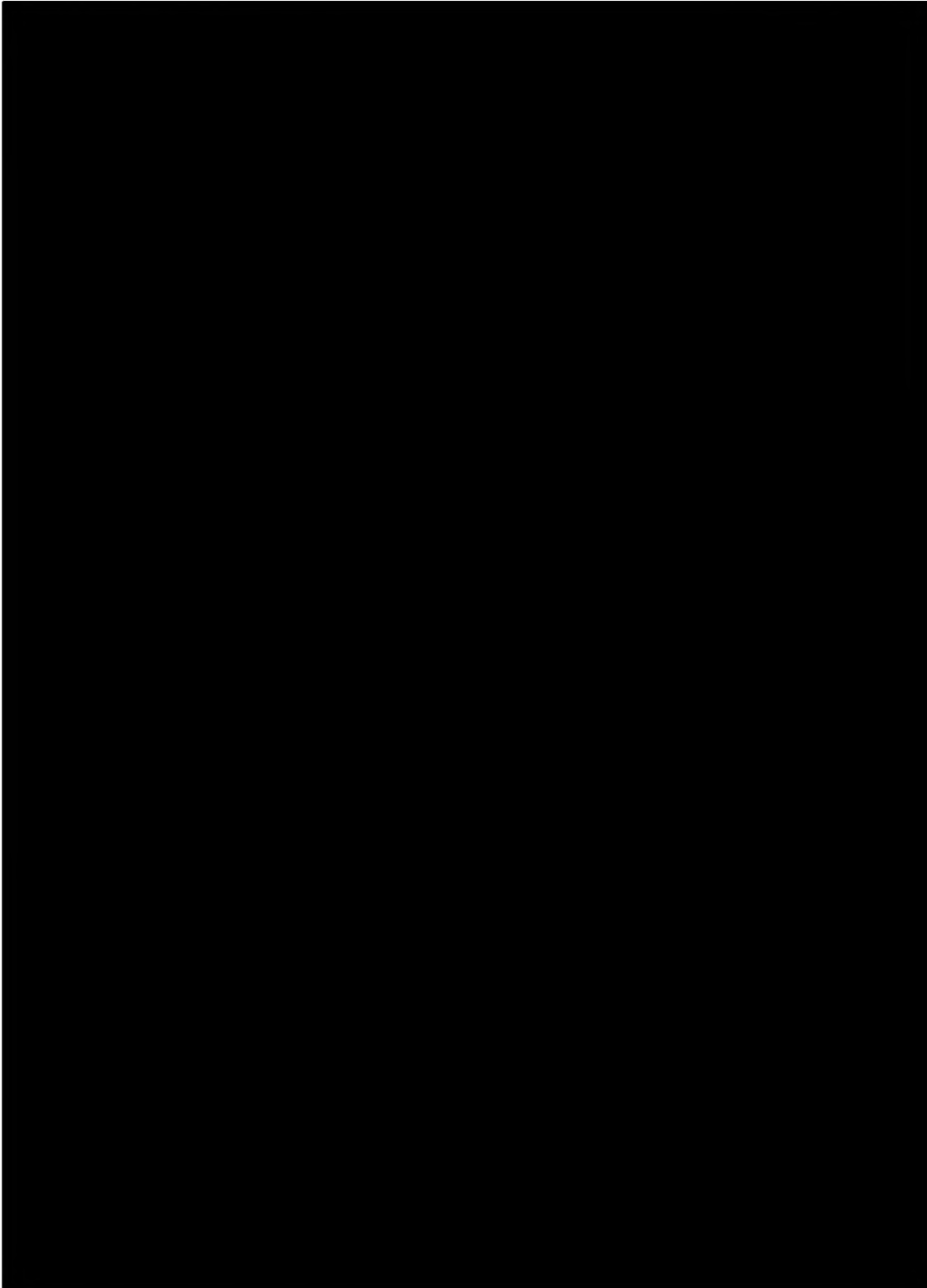


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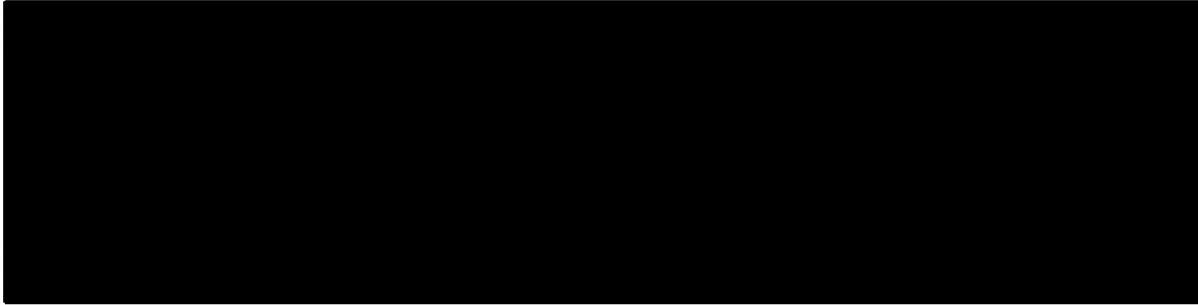
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COMPREHENSIVE SCOPE OF WORK

BEST Crowd Management delivers a fully integrated, end-to-end event operations program designed to support Boise State University across event security, parking management, and traffic control. As the incumbent provider operating on campus since 2022, BEST already executes the full scope outlined in RFP LB26 028 through a proven, scalable operational model that adapts to event size, attendance, and risk profile while remaining fully aligned with Boise State's safety, service, and performance expectations.

BEST's service delivery is organized around the complete event lifecycle—from pre-event planning and coordination, through disciplined event day execution, and concluding with post-event reporting, documentation, and continuous improvement. This approach ensures that every Boise State event is executed with clarity, accountability, and seamless coordination between Athletics, Public Safety, Parking, Facilities, and campus leadership.

Integrated Event Operations Framework (Pre-Event Through Post-Event)

- **Pre-Event Planning & Coordination**
 - BEST begins each event with structured, proactive planning coordinated directly with Boise State stakeholders. This planning phase establishes alignment, mitigates risk, and ensures all teams operate from a unified plan.
 - Key pre-event activities include:
 - Venue walkthroughs with Athletics and Event Services to confirm staffing needs, post locations, and sensitive areas
 - Review of event-specific risk factors, including anticipated attendance, rivalry games, special promotions, weather impacts, and concurrent campus activities
 - Coordination with Boise State Public Safety to align on emergency action plans, evacuation routes, communication protocols, and medical response integration
 - Development and finalization of detailed post orders covering access control, screening, restricted areas, ADA support, premium seating, and traffic flow
 - Supervisor and Lead briefings to establish clear expectations, command structure, escalation protocols, and real-time decision authority
 - This process ensures BEST, and Boise State leadership enter every event fully aligned and prepared.
- **Event Day Deployment & Supervision**
 - BEST executes a structured deployment model supported by experienced Supervisors, Lead Officers, and Command Post personnel to ensure timely post coverage and operational accuracy.
 - Event day execution includes:
 - Early Supervisor arrival for leadership briefings, final walk-throughs, and equipment distribution
 - Line-level briefings covering post assignments, prohibited items, guest service expectations, emergency procedures, and ingress/egress plans

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- Staggered staff deployment to ensure controlled gate readiness during peak ingress periods
- Continuous Supervisor and Lead visibility throughout venues to monitor fan behavior, queue flow, ADA accessibility, and safety-sensitive locations
- Real-time communication through radio systems and ABI MasterMind® for staffing visibility, compliance tracking, and incident documentation
- Rapid redeployment capability to shift coverage based on crowd density, operational needs, or emerging issues

[REDACTED]

▪ **Post Event Reporting & Continuous Improvement**

- Following each event, BEST completes a structured operational closeout to ensure transparency, accountability, and refinement.
- Post-event activities include:
 - Submission of preliminary incident reports and service logs within required timelines
 - Staffing reconciliation and compliance verification through ABI MasterMind®
 - Review of operational performance, guest service trends, and safety observations
 - Debriefs with Boise State partners to identify opportunities for improvement and operational adjustments
- This consistent feedback loop allows BEST to refine staffing, deployment strategies, and communication practices season over season.

Athletic Event Security Services

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Parking Management Services

BEST delivers full-service parking operations to support safe, efficient ingress and egress during high-attendance events.

Services include:

- Deployment of trained parking attendants and lot supervisors
- Management of cashless and cash-based payment systems
- ADA parking coordination and overflow management
- Active ingress and egress management during peak flow periods
- Accurate post-event revenue reconciliation and reporting
- Parking operations remain closely coordinated with security and traffic leadership for real-time adjustments.

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Traffic Control & Certified Flagging Operations

BEST deploys certified traffic control personnel trained in Boise State's traffic plans and pedestrian safety requirements.

Operations include:

- Intersection, crossing, and choke point management
- Lane closures, barricade placement, and directional flow execution
- Coordination with campus leadership and local traffic authorities
- Real-time adjustments based on attendance and conditions
- Managed post-event egress and infrastructure breakdown

COMMAND POST, STAFFING STRUCTURE & TECHNOLOGY INTEGRATION

As the incumbent provider at Boise State University, BEST Crowd Management already operates as an integrated partner within the University's event command and control environment. Our leadership team routinely works alongside Athletics, Public Safety, Parking, Facilities, and emergency partners to support real-time decision-making during major events. Moving forward, BEST will continue this established integration while further strengthening operational coordination, situational awareness, and response efficiency through deliberate enhancements and continued investment in leadership, staffing structure, and technology.

Rather than introducing a new command model, BEST's approach builds upon what is already working—expanding clarity, responsiveness, and communication depth across all event environments.

Continued Command Post Integration & Elevated Decision Support

BEST will continue to embed experienced leadership directly within Boise State's unified Command Post structure for football games, stadium concerts, and other high-attendance or high-complexity events. This on-site leadership presence—already familiar with Boise State's venues, emergency procedures, and decision-making frameworks—ensures seamless continuity while enabling further operational refinement.

From the Command Post, BEST leadership will continue to:

- Maintain real-time situational awareness across venues, parking zones, pedestrian corridors, and traffic operations
- Serve as the direct operational liaison between field supervisors and Boise State leadership
- Support immediate, informed decision-making during evolving situations
- Approve and direct staffing redeployments based on live conditions
- Coordinate closely with Public Safety, medical teams, Facilities, and emergency responders

As the partnership continues, BEST will focus on enhancing pre-event briefings, refining escalation thresholds, and improving real-time information flow, allowing Boise State partners to receive clearer, faster operational insights during events.

Established Staffing Structure with Increased Depth & Continuity

BEST already deploys a clearly defined staffing hierarchy at Boise State, providing accountability, leadership coverage, and scalability across all event types. This structure will remain in place while being strengthened through continued workforce stability and supervisory development. BEST will continue to provide:

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- **Security Supervisors** responsible for zone oversight, staff accountability, escalation management, and Command Post coordination
- **Lead Officers** supporting supervisors through localized leadership, mentoring, and real-time issue resolution
- **General Security Officers** assigned to access control, screening, crowd management, perimeter security, and guest engagement
- **Parking Attendants** managing lot operations, payment processing, ADA coordination, and ingress/egress flow
- **Certified Traffic Flaggers** controlling vehicle and pedestrian movement at designated intersections and traffic control points

By retaining experienced Boise-trained personnel and reinforcing leadership continuity, BEST ensures Boise State benefits from a team that already understands campus expectations, event patterns, and operational nuances—while steadily increasing depth and resilience within the staffing model.

Professional Presentation & Equipment Standards — Sustained and Refined

BEST personnel assigned to Boise State events will continue to be clearly identifiable, professionally uniformed, and properly equipped for their assigned roles. As part of our ongoing enhancement efforts, BEST will maintain and refine uniform, safety, and equipment standards to ensure consistency across all event environments.

This includes:

- Clearly marked uniforms identifying role and function
- Weather-appropriate attire for Idaho conditions
- High-visibility safety gear for parking and traffic operations
- Required personal safety equipment by post assignment
- Digital incident-reporting tools and documentation materials

These standards reinforce Boise State's professionalism while ensuring guests, staff, and emergency partners can easily identify BEST personnel when assistance is needed.

Communications & Radio Integration — Continuity with Future-Ready Capability

[REDACTED]

[REDACTED]

[REDACTED]

Technology Integration & Expanded Operational Visibility

[REDACTED]

BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

[REDACTED]

[REDACTED]

[REDACTED]

PERFORMANCE, REPORTING, AND ADMINISTRATIVE SUPPORT

[REDACTED]

[REDACTED]

[REDACTED]

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BOISE STATE UNIVERSITY

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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

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Invoice Cover Sheet and Invoice Back-Up Example:

[REDACTED]

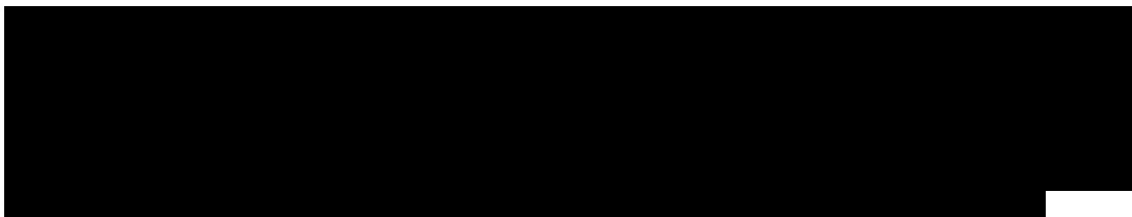
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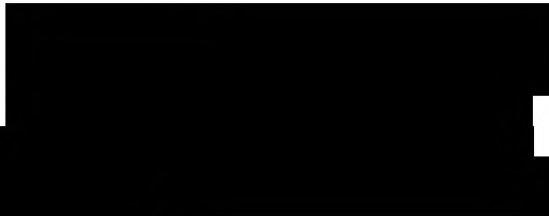
Sustained Value Through Structure and Accountability

By pairing clearly defined post orders with real-time supervisory oversight, disciplined reporting, and formal performance reviews, BEST provides Boise State with an operational model rooted in clarity, consistency, and accountability. This structure allows University leadership to maintain confidence that policies and procedures are being enforced as intended—while continuously improving from one event to the next through an established and trusted partnership.

SPECIALIZED K-9 SERVICES



K-9 Capabilities With GardaWorld Federal Services



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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

Industry-leading canine training and working dog selection

[REDACTED]

Contract working dog teams with global experience

[REDACTED]

PROPOSED TIMELINE & CONTINUITY OF OPERATIONS

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

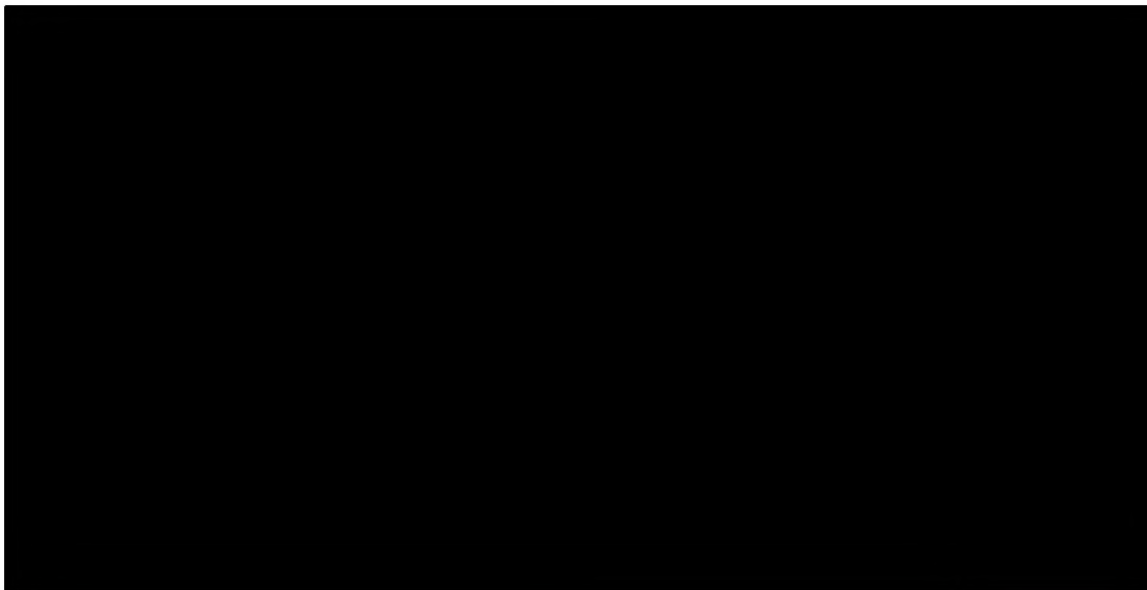
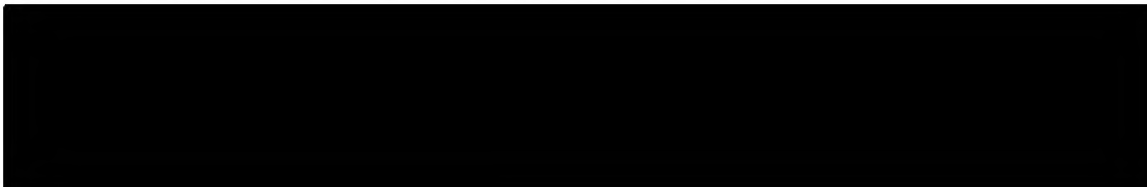
[REDACTED]

PRIMARY DELIVERABLES

[REDACTED]

1.8 TECHNOLOGY & TOOLS

BEST Crowd Management leverages top-tier, nationwide technology platforms to keep officers connected, informed, and productive. Mobile self-service tools enhance efficiency, streamline communication, and improve both employee and guest experience.



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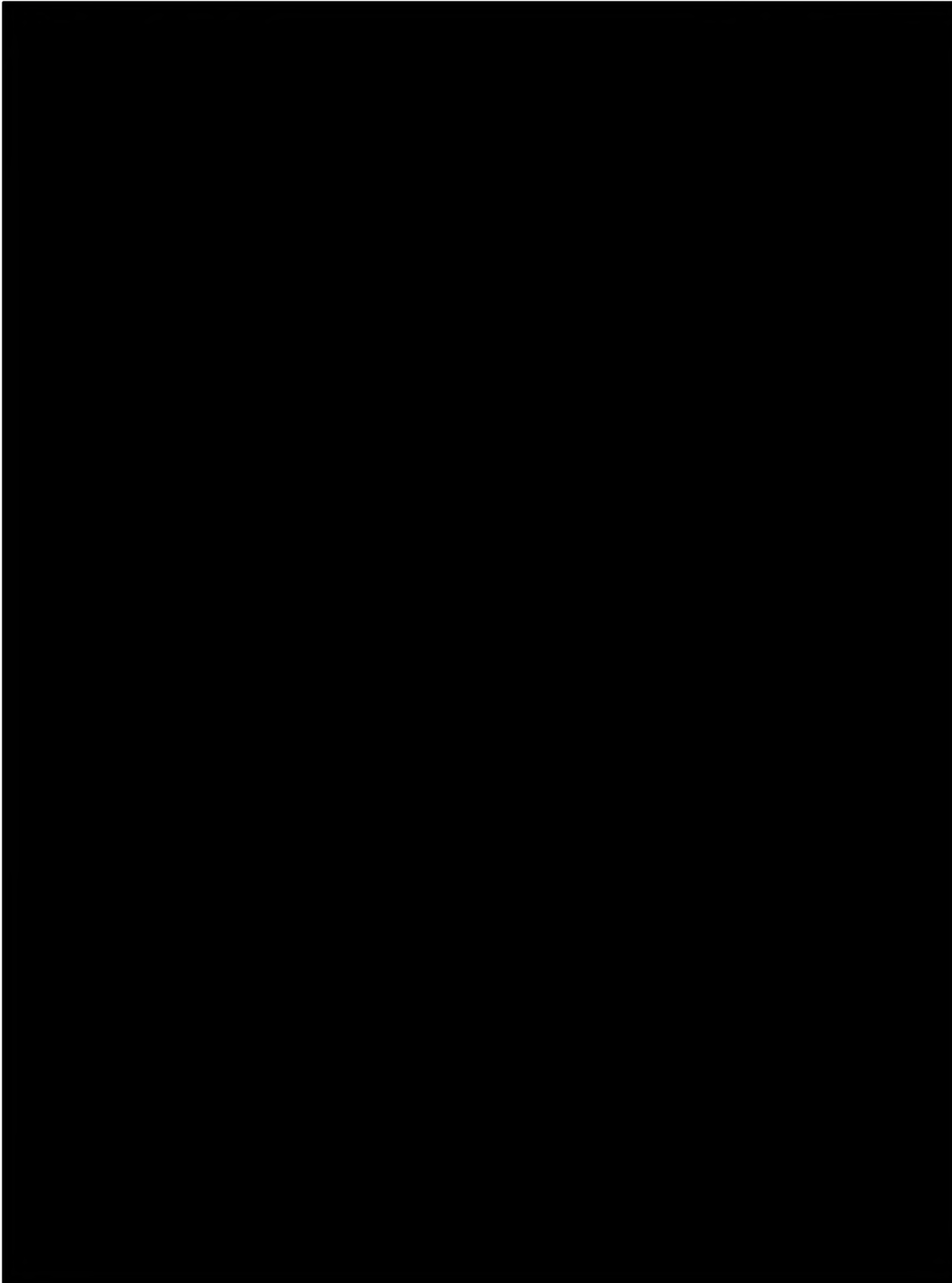
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BOISE STATE UNIVERSITY

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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

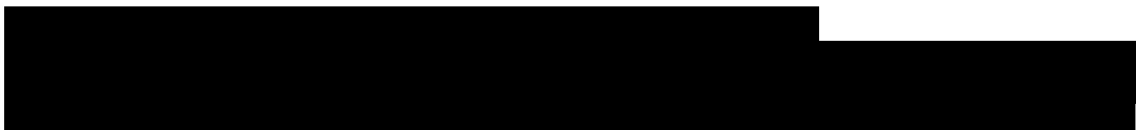
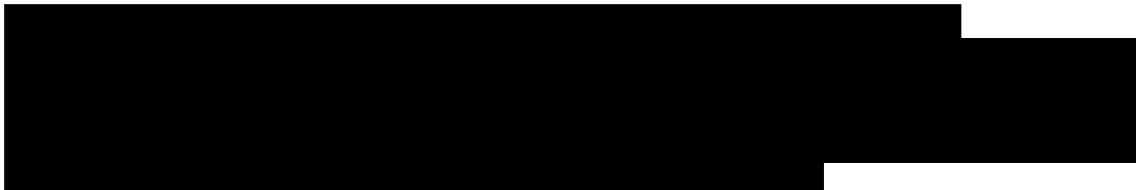


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1.9 ENHANCEMENTS & CONTINUOUS IMPROVEMENT THROUGH PARTNERSHIP



BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

[REDACTED]

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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

Looking Ahead



SECTION 2 FINANCIAL STRUCTURE & TRANSPARENCY

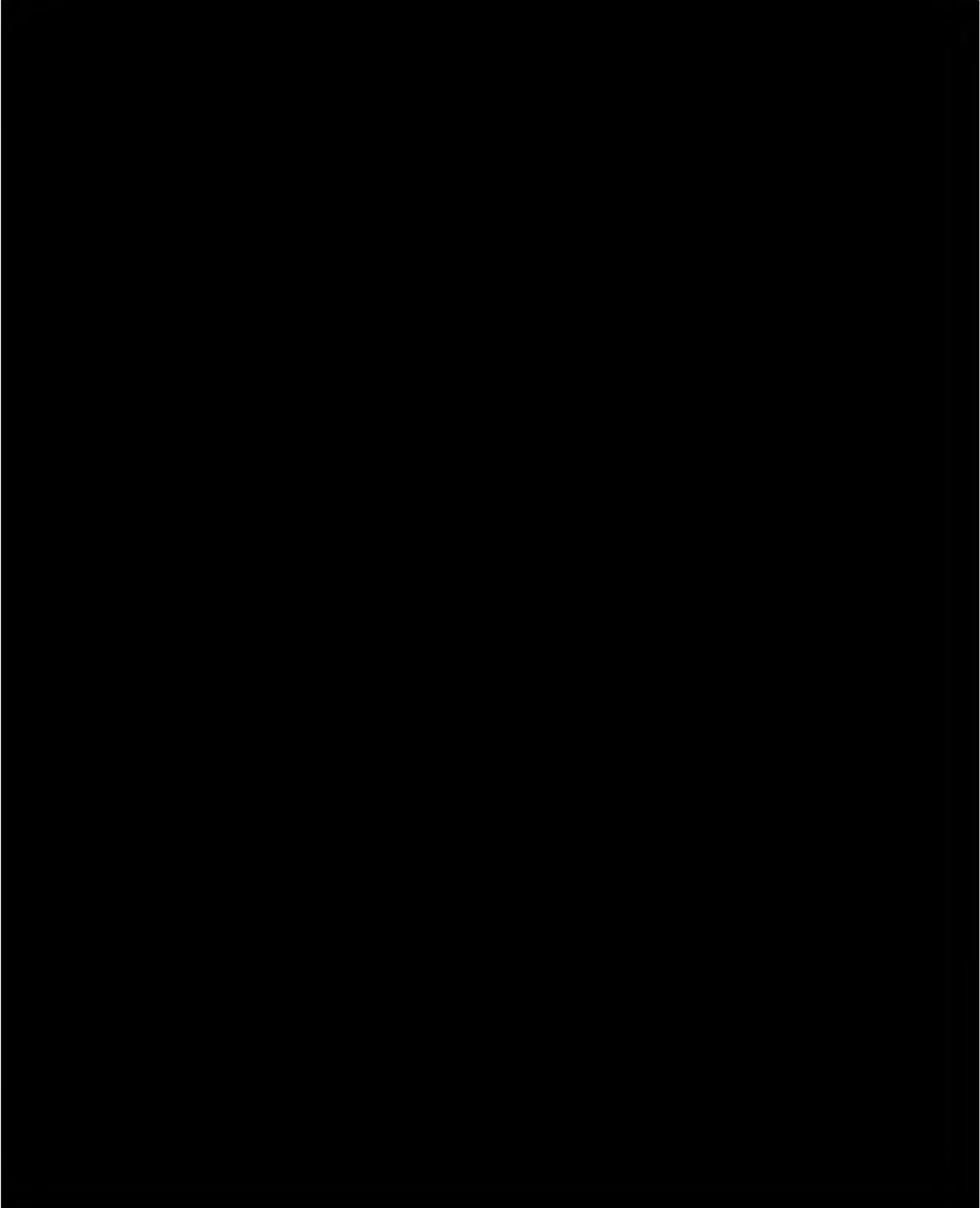
In accordance with RFP No. LB26-028 submission requirements, BEST Crowd Management has provided its completed Exhibit 1 – Cost Proposal as a separate file, clearly labeled and submitted under separate cover from the technical proposal. This Exhibit contains the fully burdened pricing structure, cost assumptions, and detailed rate information requested by Boise State University for evaluation under this solicitation.

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SECTION 3 PROFESSIONAL REFERENCES

Professional References



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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY

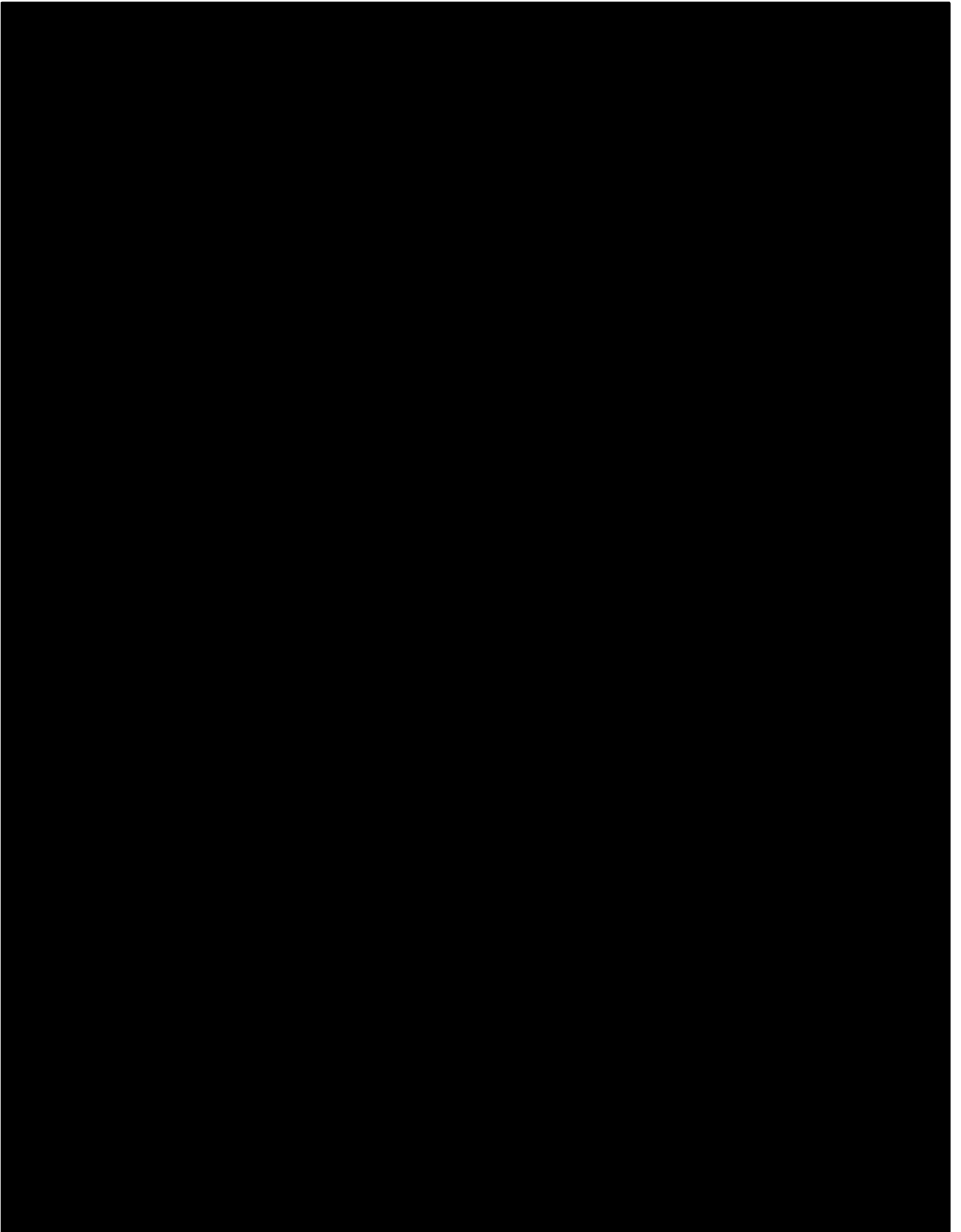


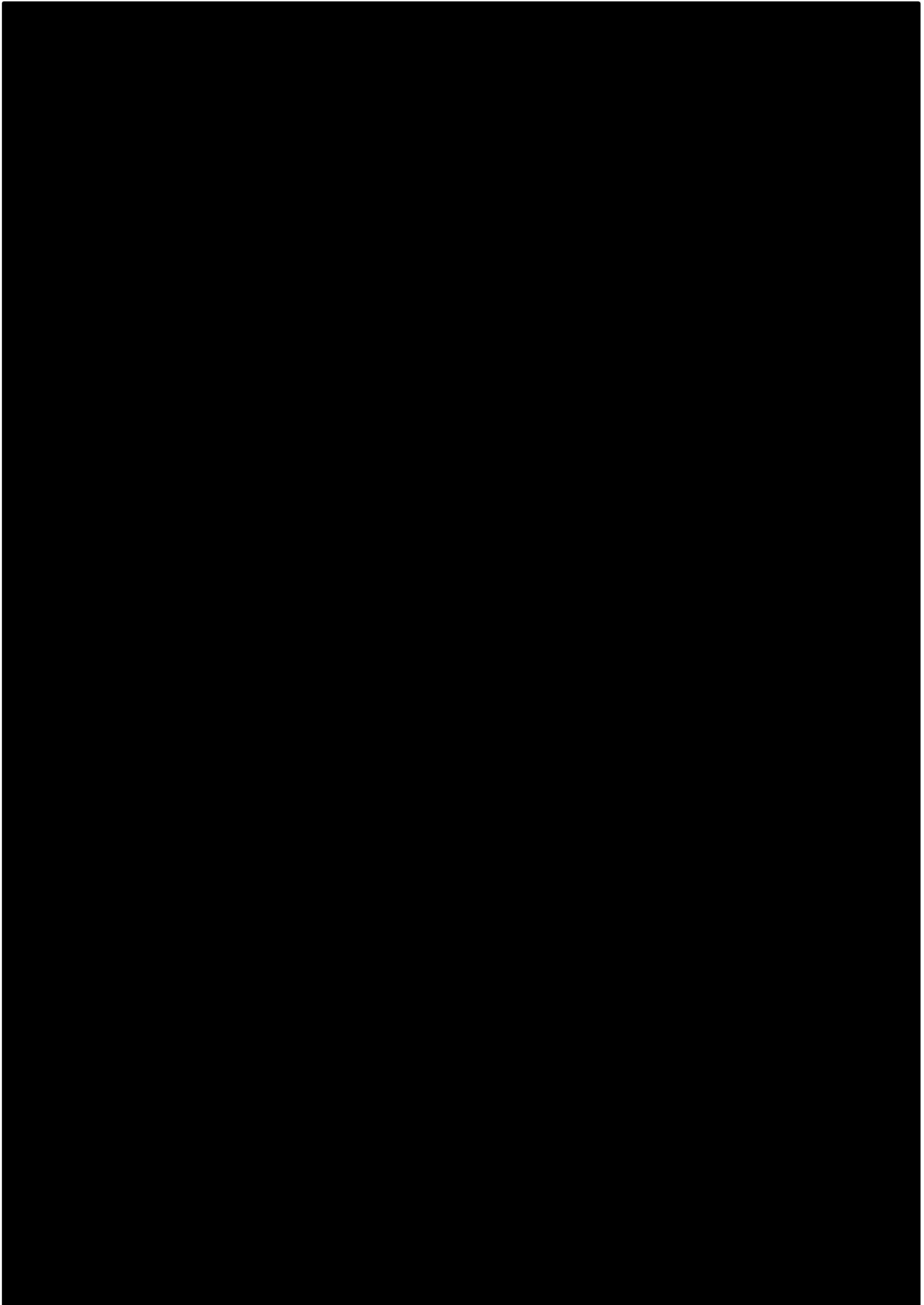
ADDENDUM 1
CERTIFICATE OF INSURANCE

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BEST CROWD MANAGEMENT

BOISE STATE UNIVERSITY



ADDENDUM 2
UNIFORM MOCK-UPS

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**BOISE STATE
BRONCOS**

BEST

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CROWD MANAGEMENT

COMPLETE UNIFORM PROGRAM #1
WITH BOISE LOGO

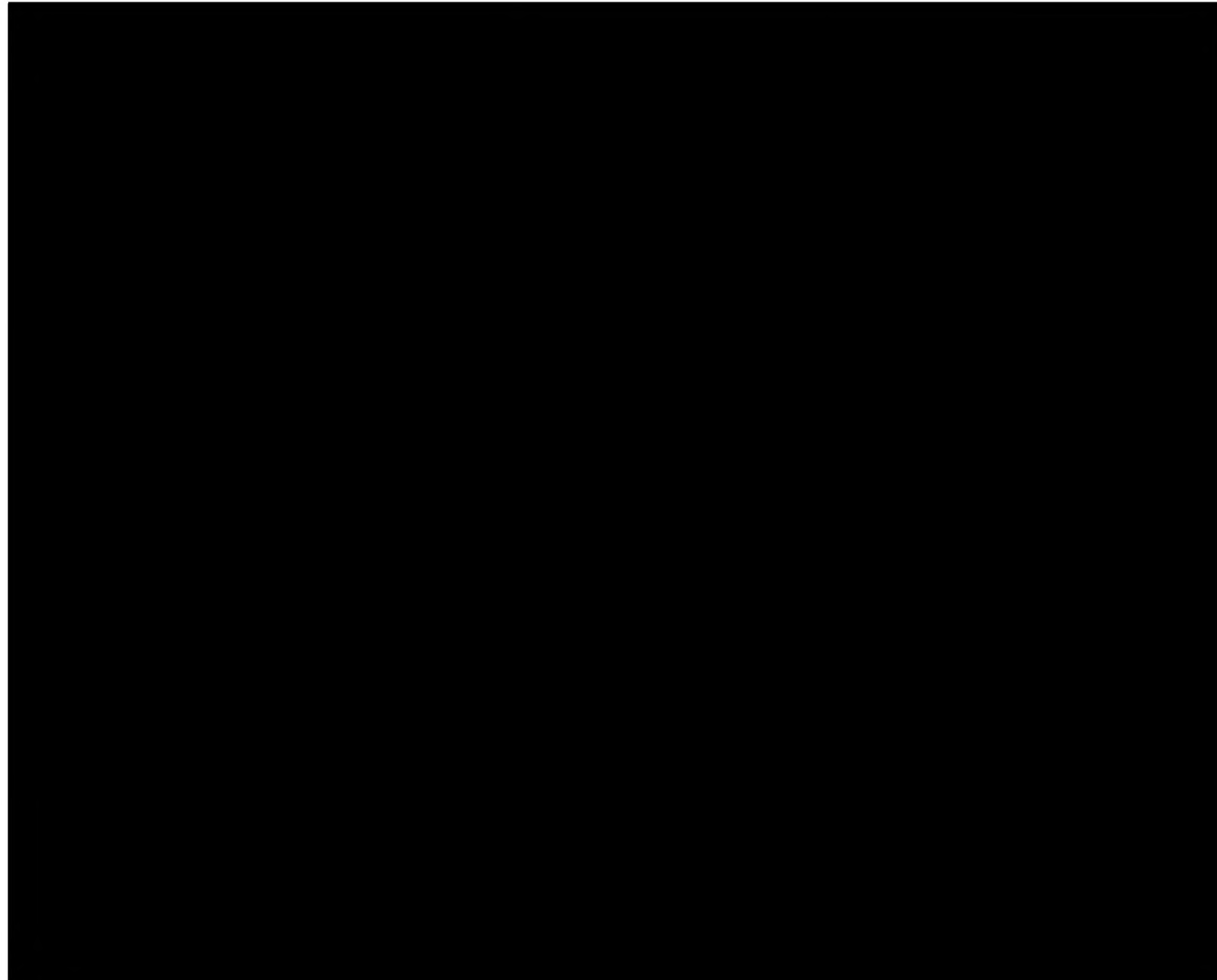
SHIRTS, JACKETS, PARKAS, AND DRESS APPAREL



UNIFORM PROGRAM #1

SPECIFICATIONS & COLORWAYS

Page 2

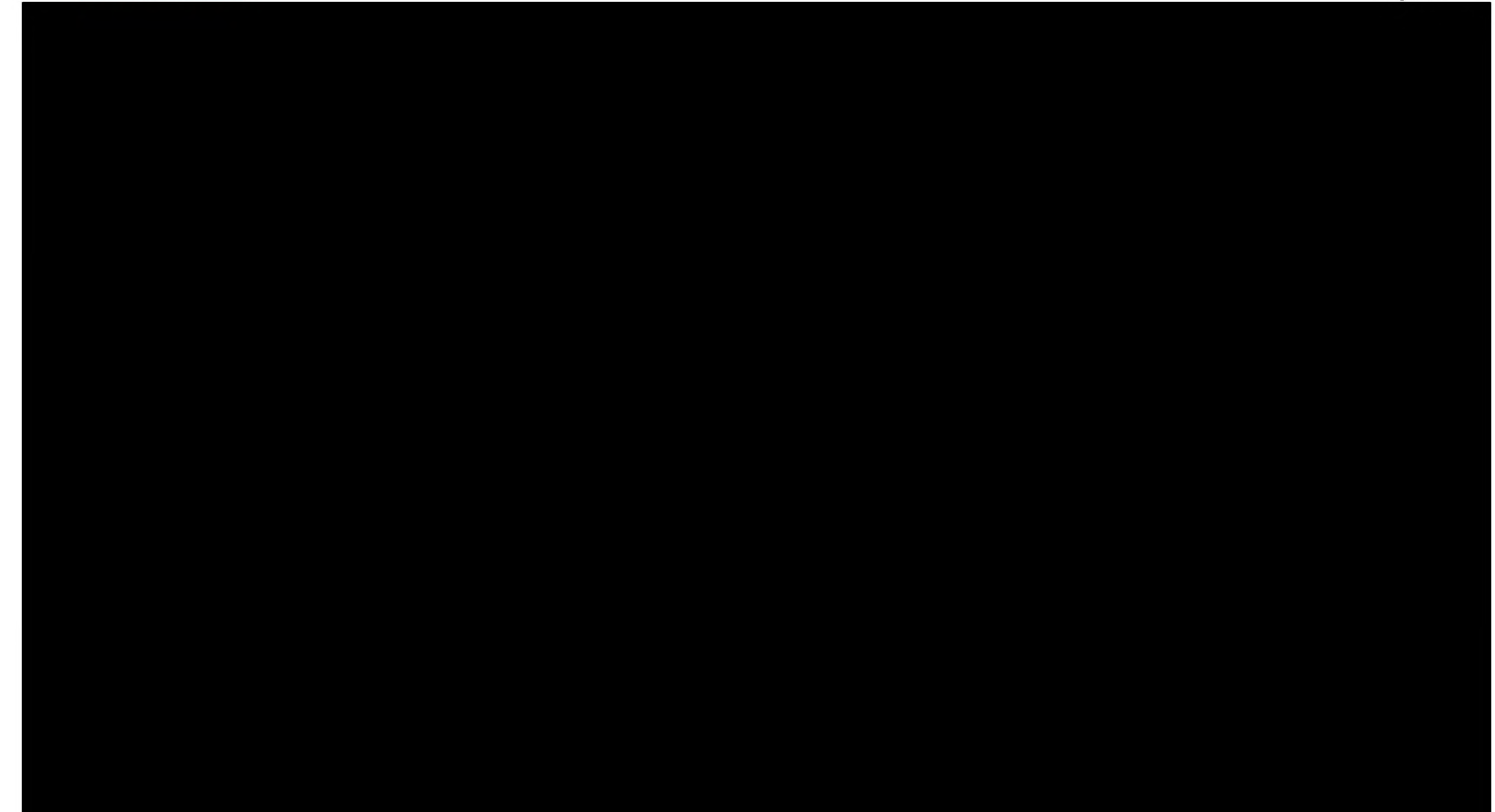




UNIFORM PROGRAM #1

SHIRT DETAILS

Page 3

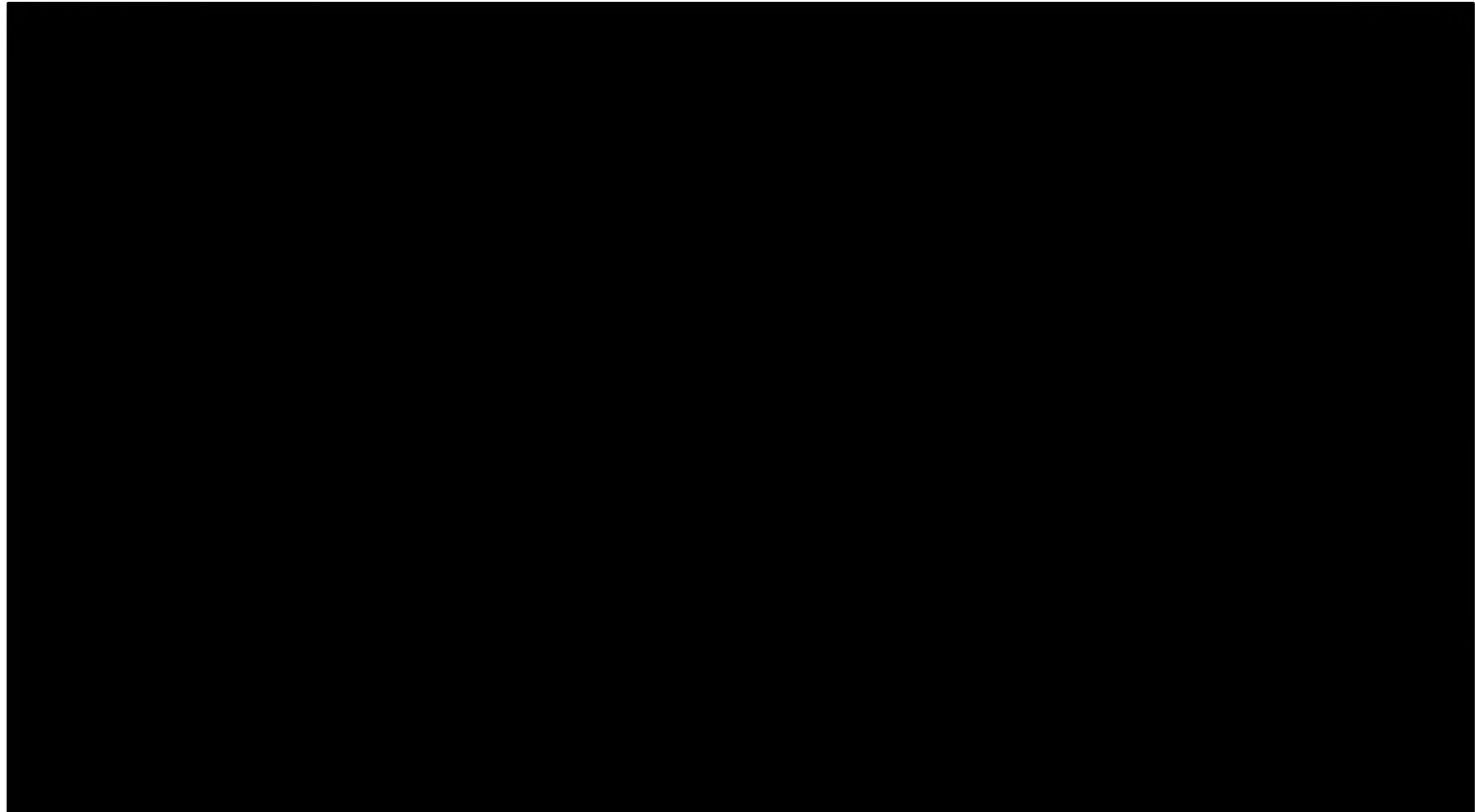




UNIFORM PROGRAM #1

JACKET DETAILS

Page 4

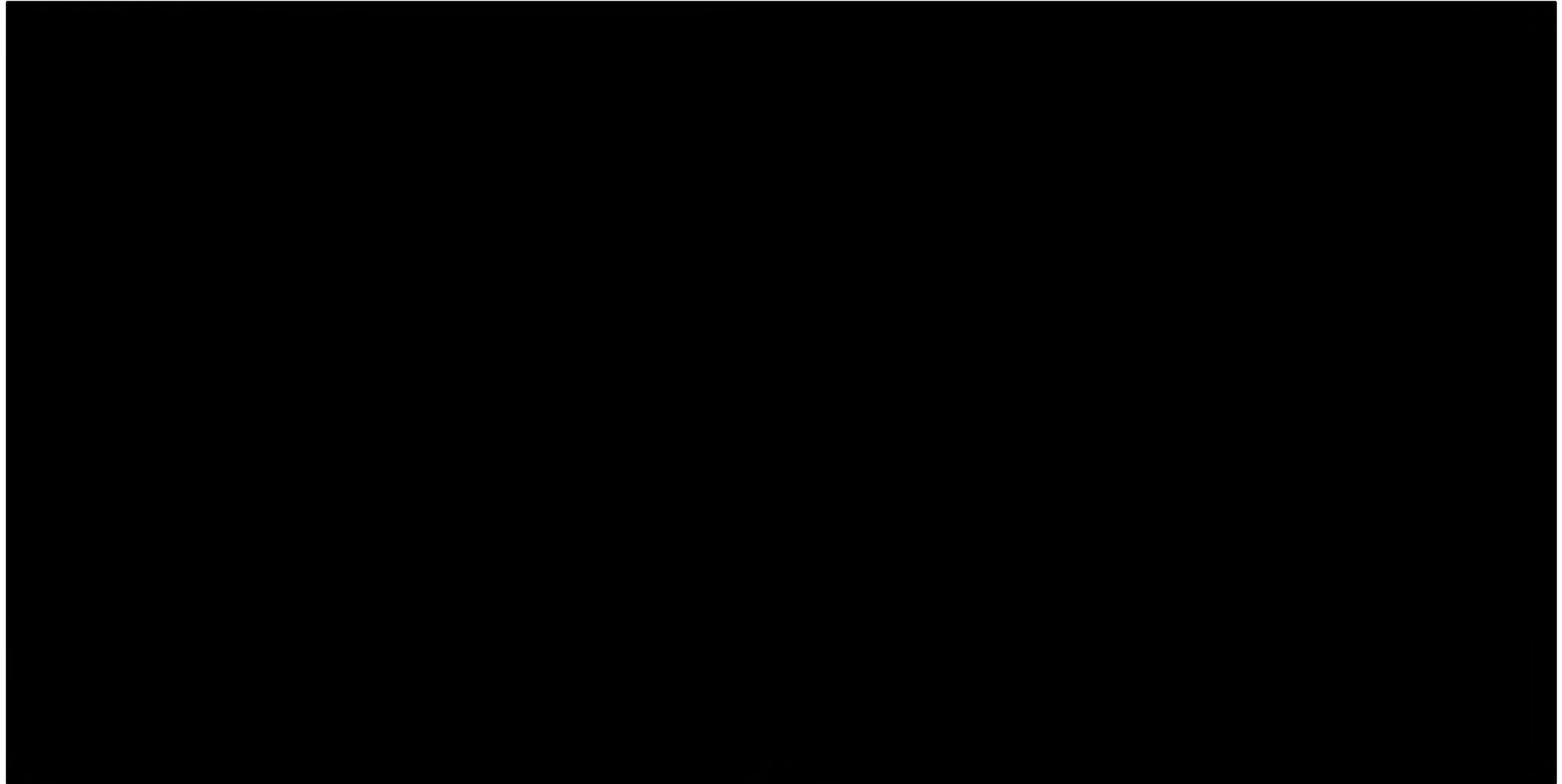




UNIFORM PROGRAM #1

PARKA DETAILS

Page 5

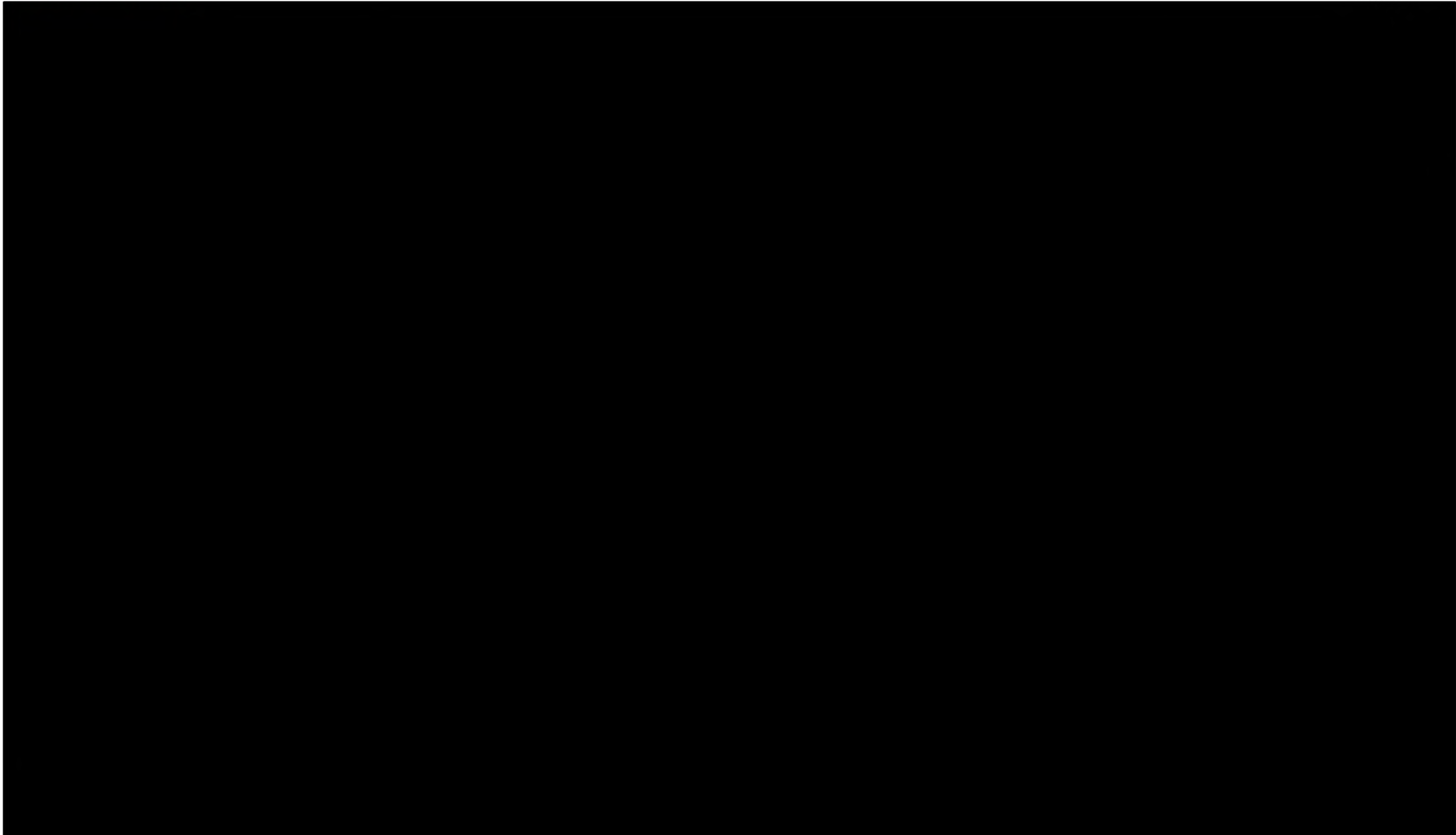




UNIFORM PROGRAM #1

EVENT STAFF SHIRT

Page 6



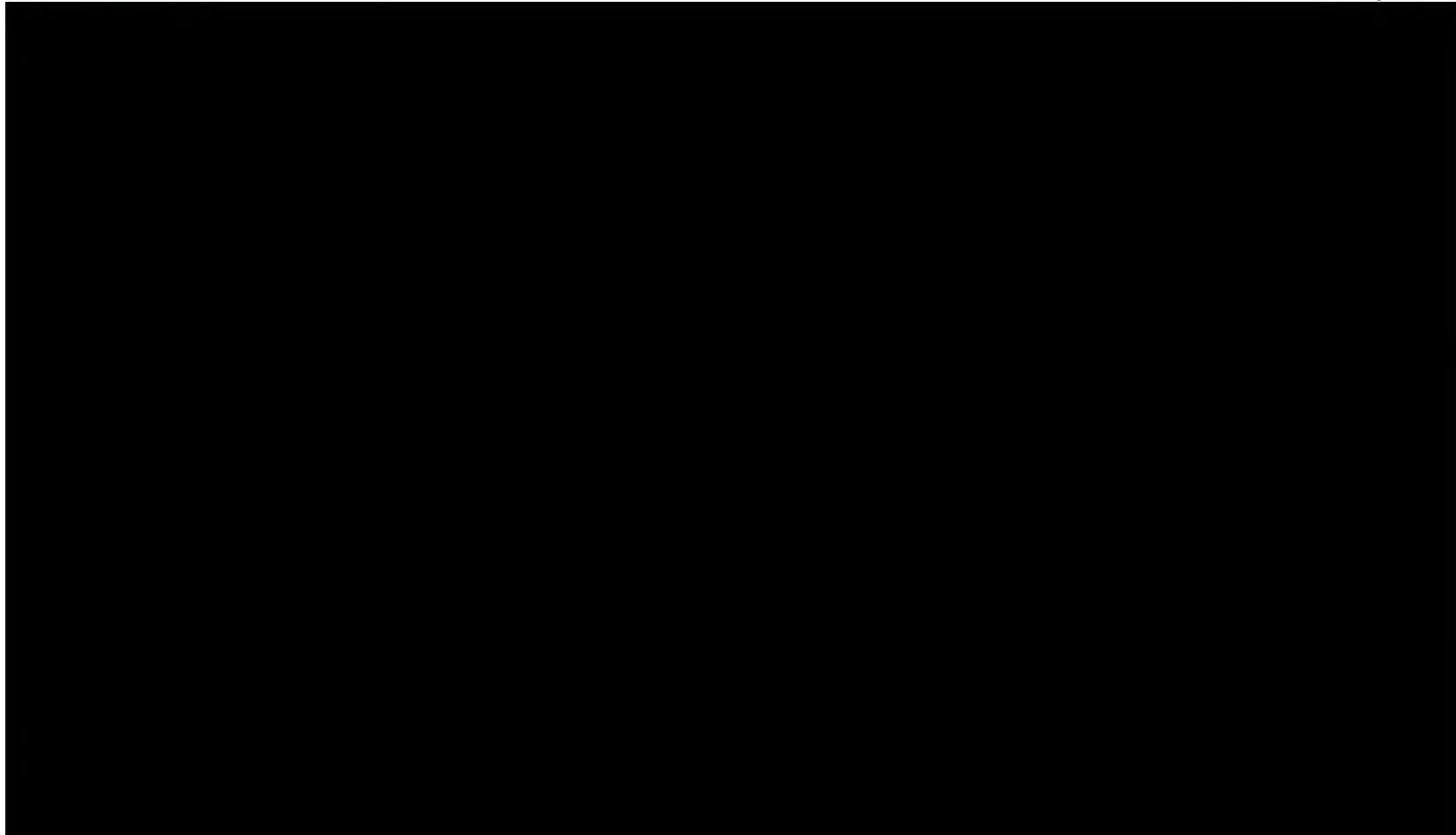


CROWD MANAGEMENT

UNIFORM PROGRAM #1

MANAGER SHIRT

Page 7



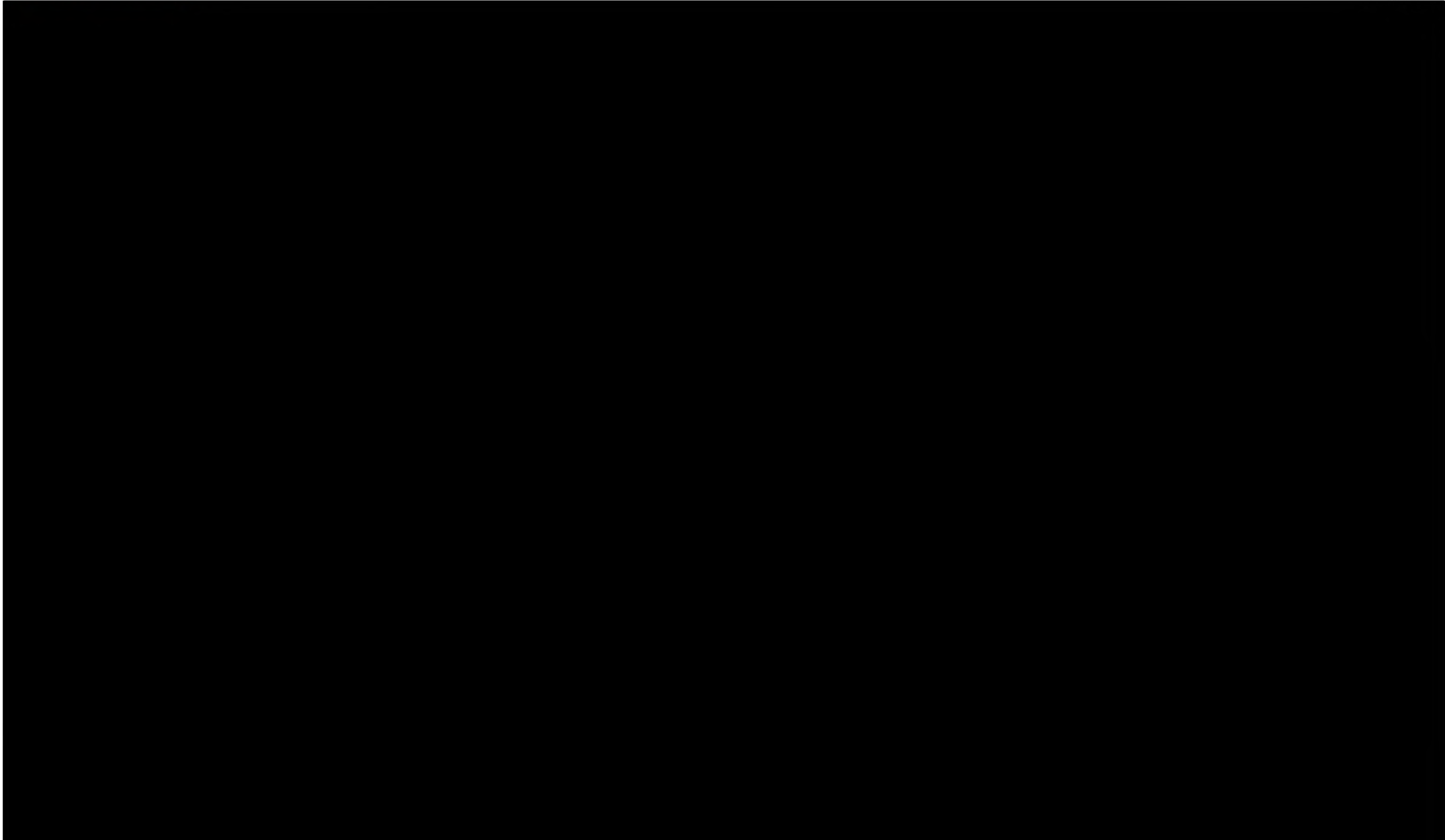


CROWD MANAGEMENT

UNIFORM PROGRAM #1

SUPERVISOR SHIRT

Page 8



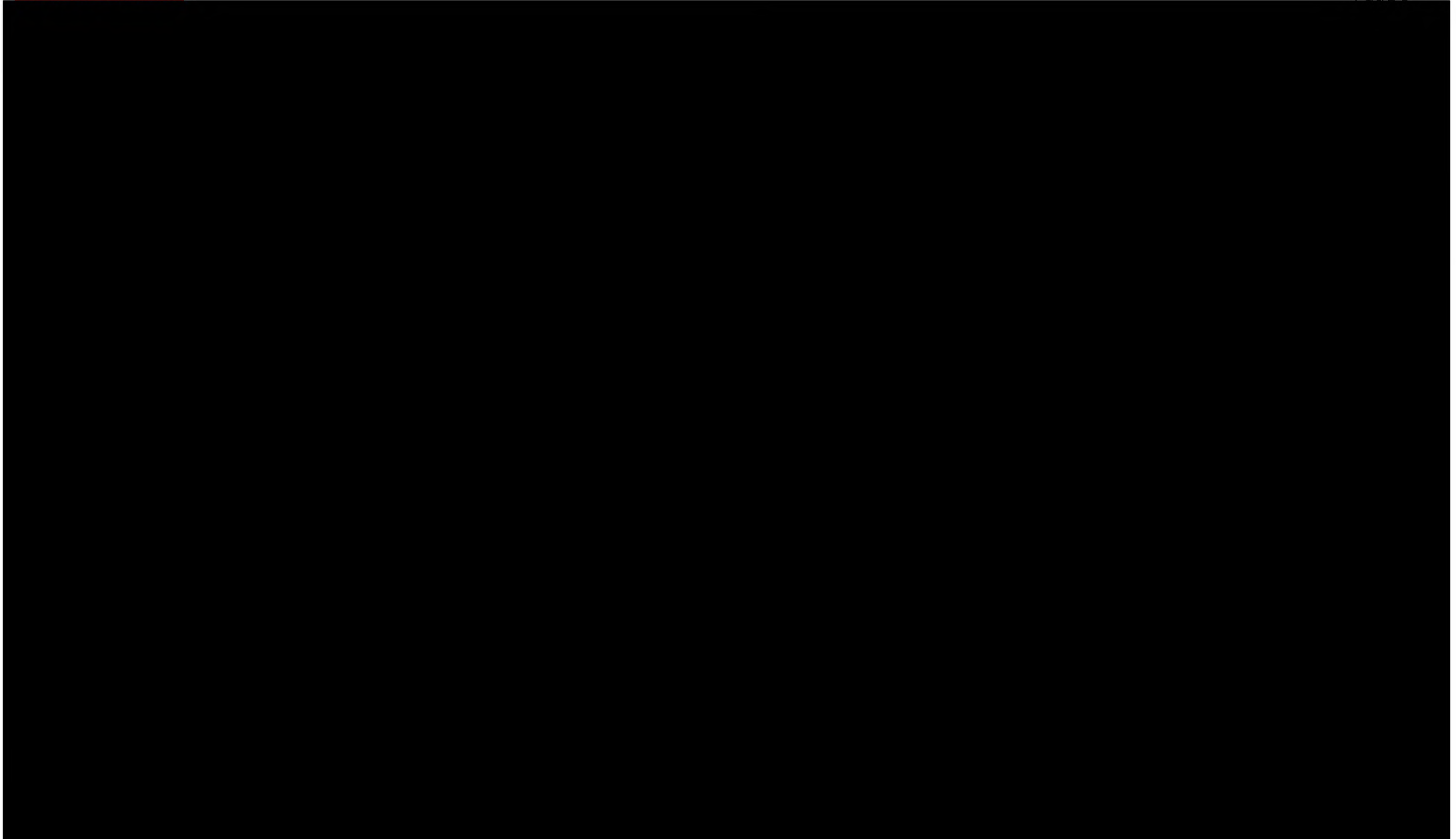


UNIFORM PROGRAM #1

EVENT STAFF JACKET

CROWD MANAGEMENT

Page 9



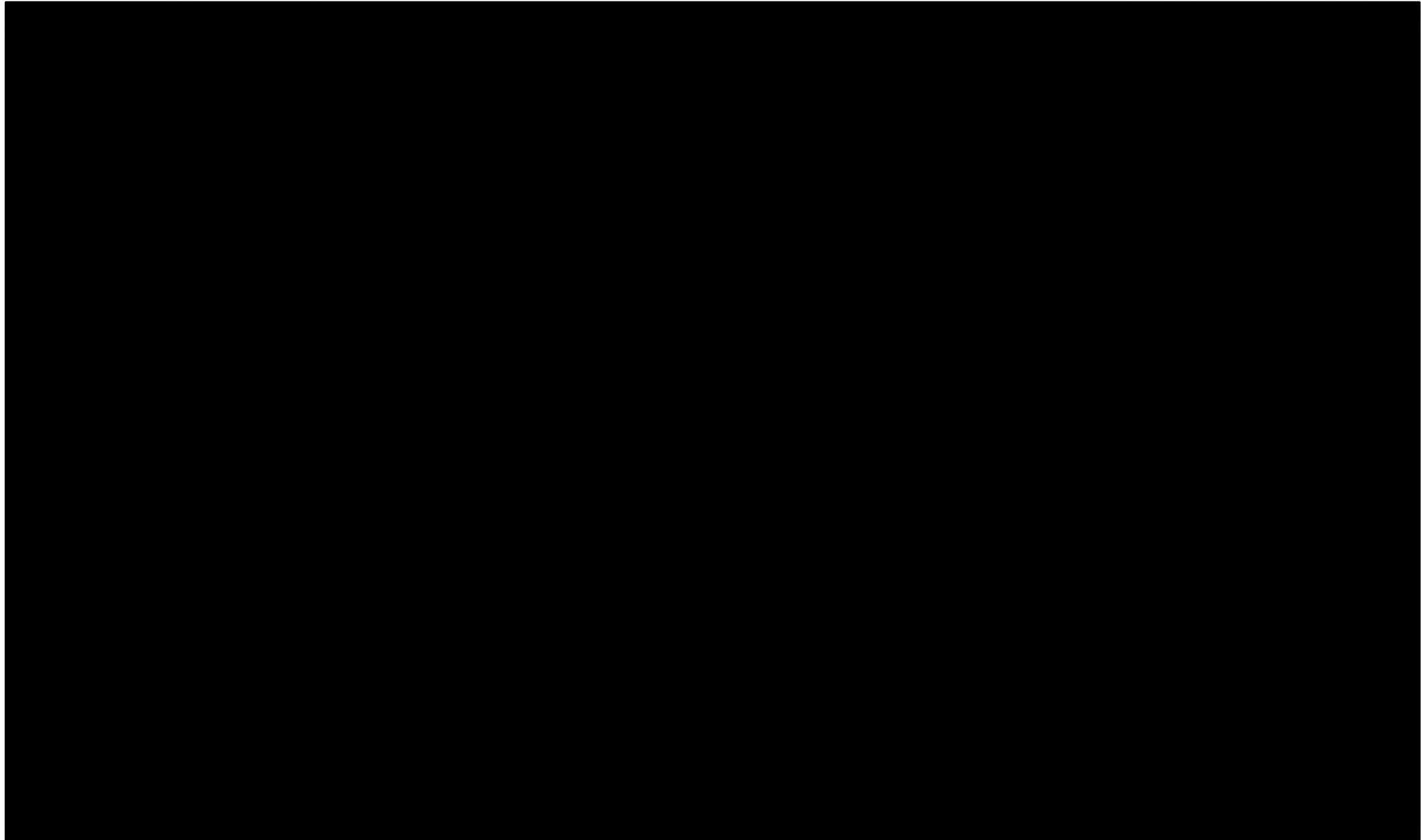


CROWD MANAGEMENT

UNIFORM PROGRAM #1

MANAGER JACKET

Page 10



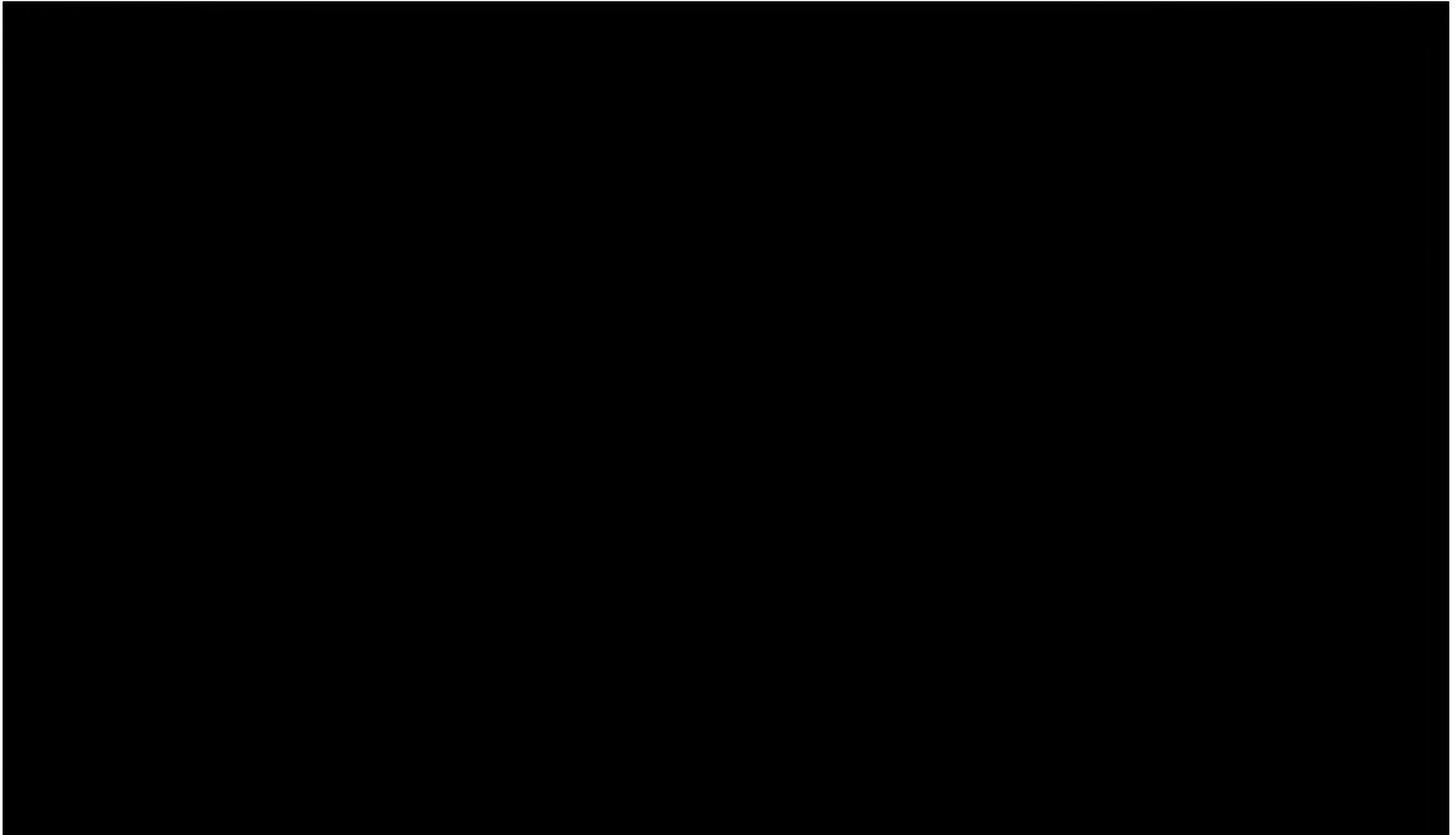


CROWD MANAGEMENT

UNIFORM PROGRAM #1

SUPERVISOR JACKET

Page 11



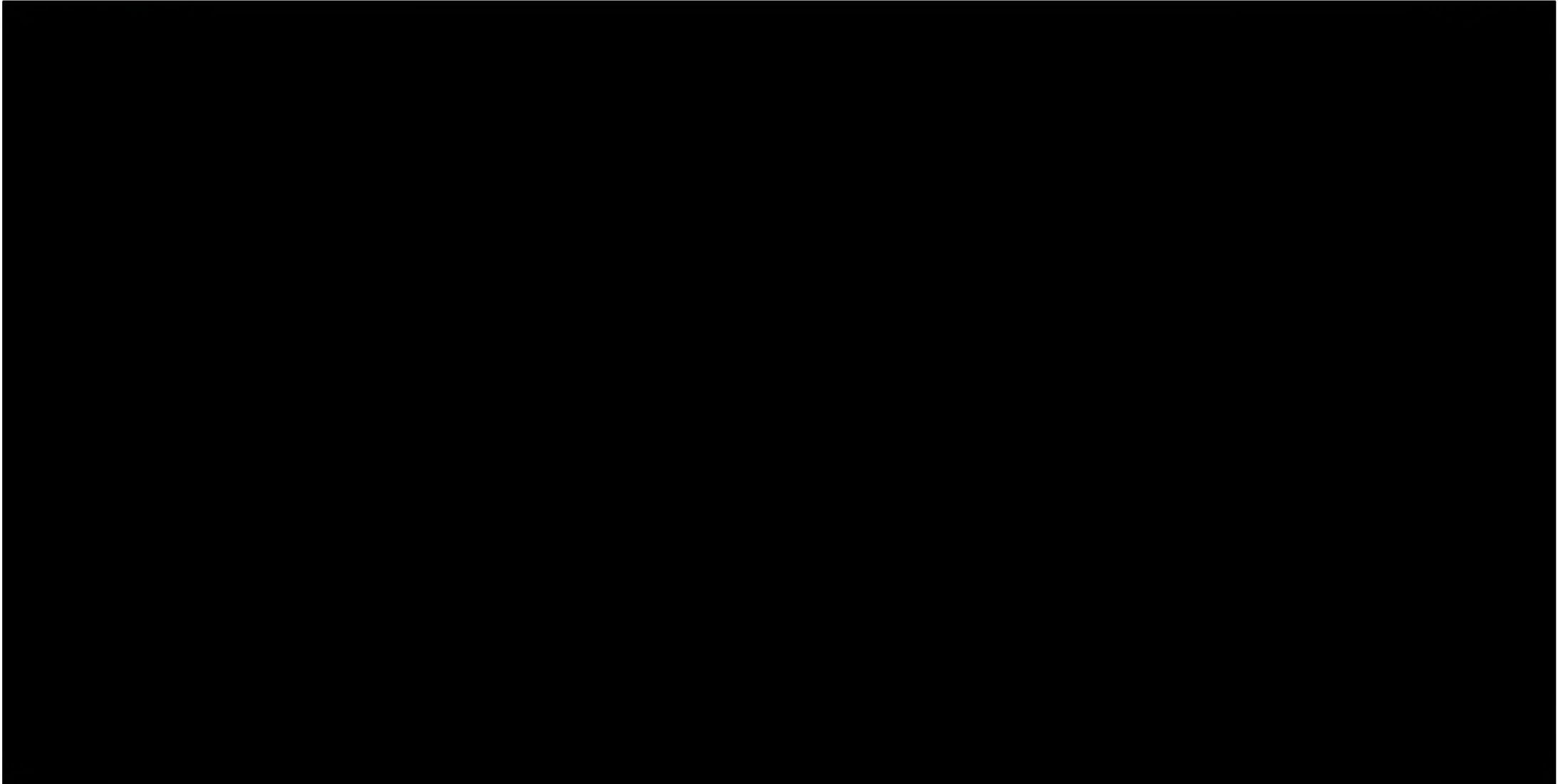


CROWD MANAGEMENT

UNIFORM PROGRAM #1

EVENT STAFF PARKA

Page 12

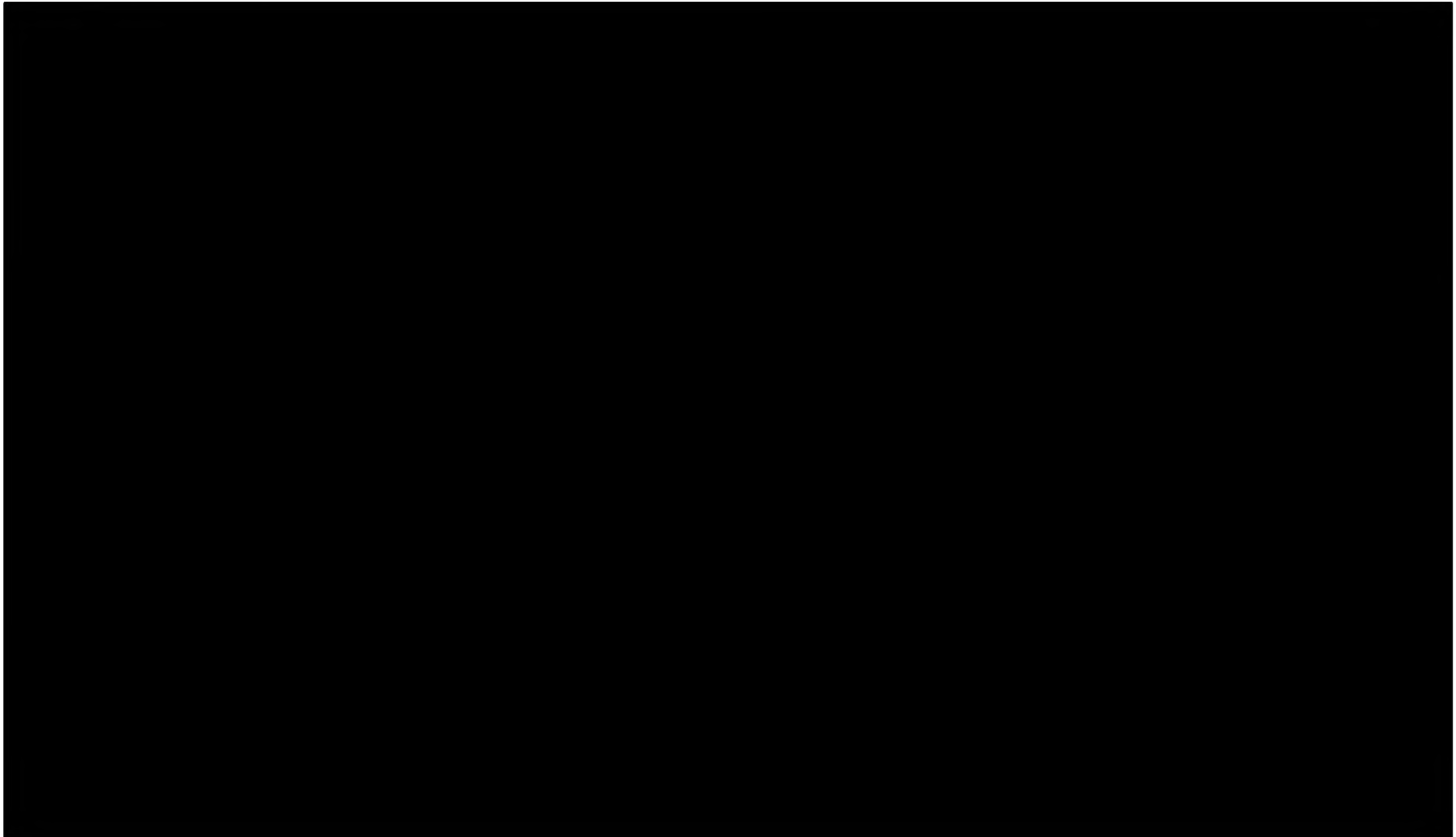




CROWD MANAGEMENT

UNIFORM PROGRAM #1

Page 13



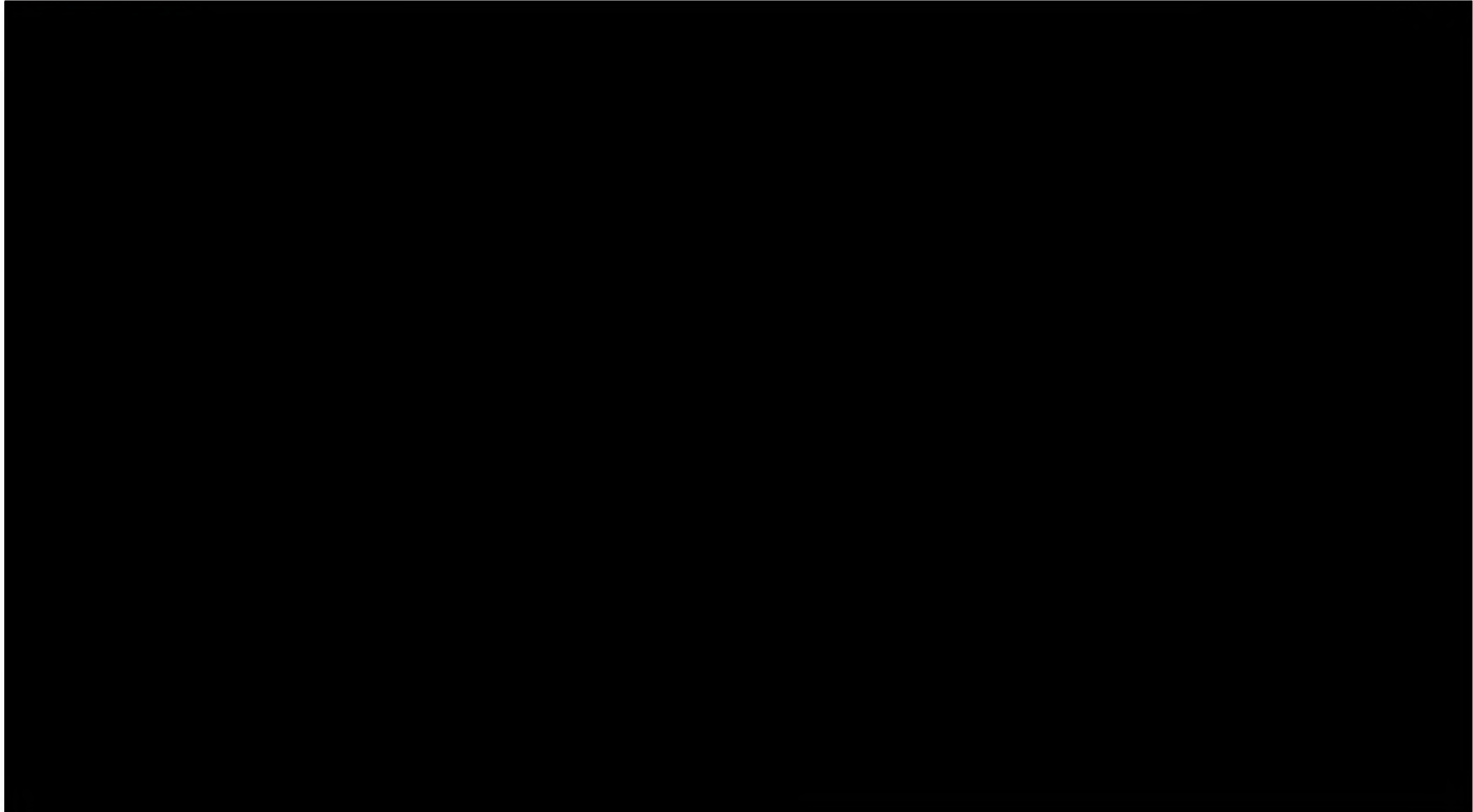


UNIFORM PROGRAM #1

SUPERVISOR PARKA

CROWD MANAGEMENT

Page 14

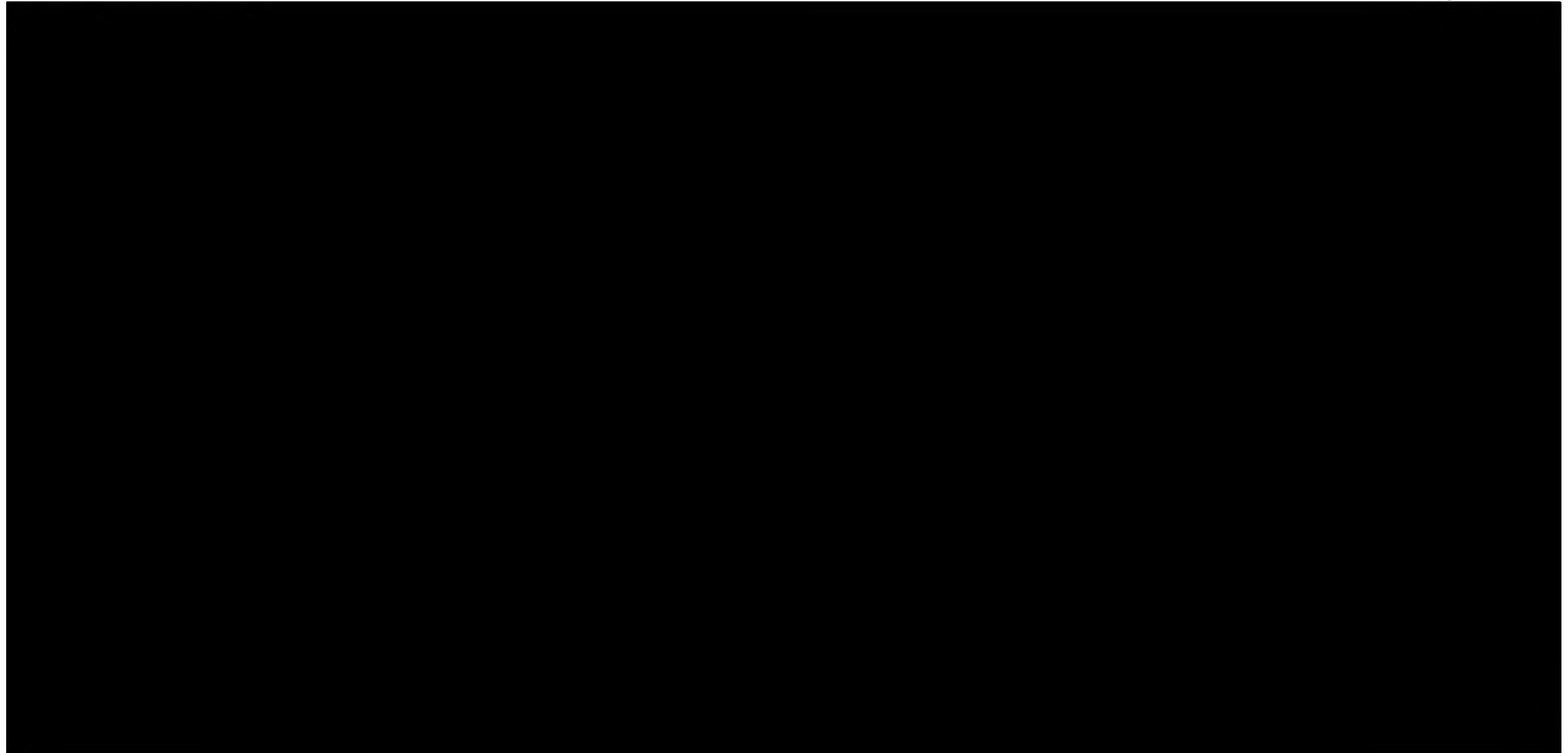




UNIFORM PROGRAM #1

DRESS APPAREL

Page 15



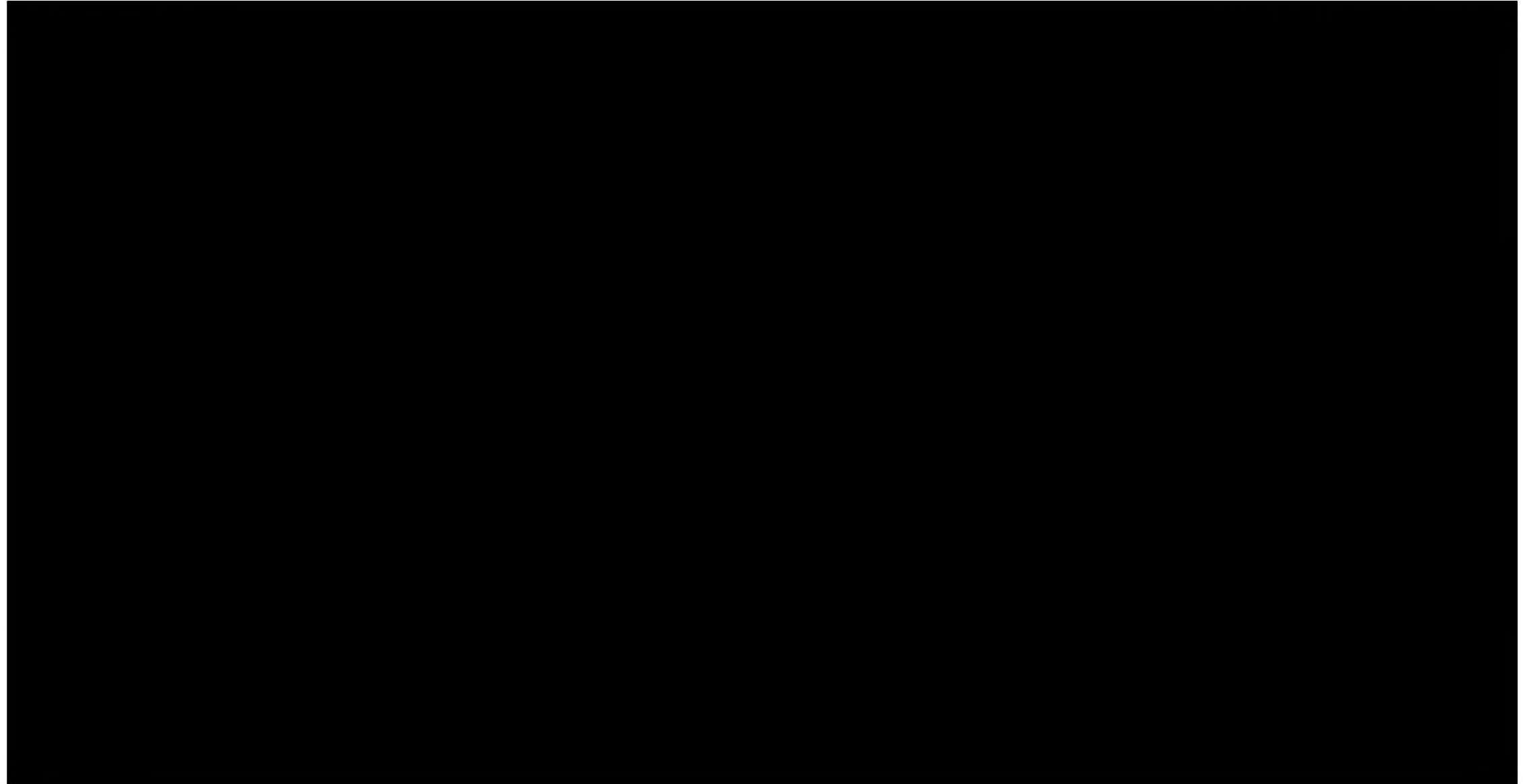


UNIFORM PROGRAM #1

ACCESSORIES

Page 16

813BK6-BEST-i (Black Baseball Cap)
851BK-BEST-i (Black Knit Hat)





CROWD MANAGEMENT

UNIFORM PROGRAM #1

ACCESSORIES

Page 17

951-WAND-RO (Plastic Wand)
961-ECO-GC7BST-Y (Safety Vest)

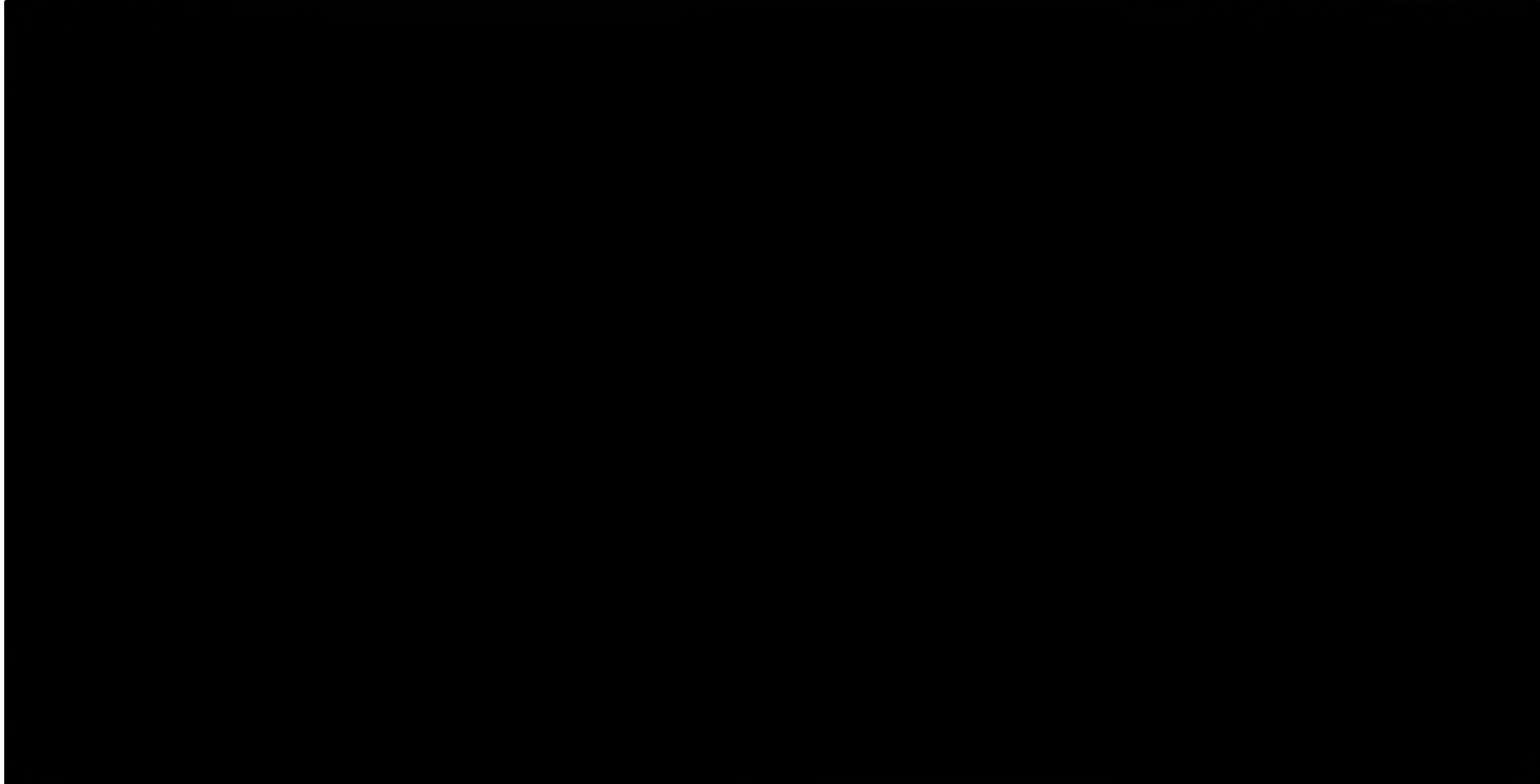


Exhibit 1 - Cost Proposal
Vendor: BEST Crowd Management

All costs associated with the requirements of this RFP must be submitted as part of the Offeror's proposal in a separate pricing file. Proposed pricing shall be fully burdened and inclusive of all direct and indirect costs necessary to perform the services, including, but not limited to, labor, supervision, training, uniforms, equipment, administrative expenses, overhead, supplies, travel, per diem, and any other associated costs.

Pricing shall be submitted in the format specified and will be used for evaluation purposes. Actual pricing, scope, and deliverables may be established through individual event work orders, task authorizations, or similar instruments issued under the resulting contract(s).

1. Executive Summary of Proposed Costs to include:

BEST Crowd Management's cost proposal is structured to deliver the best overall value, not simply the lowest hourly rate. Our pricing approach is designed to support safe, reliable, and consistent event operations while protecting Boise State University from the operational risks commonly associated with under-resourced or under-trained event staffing models.

Rather than competing on lowest price—which often leads to high turnover, inconsistent staffing, undertrained personnel, and increased operational risk—BEST proposes a fair and competitive, fully burdened rate structure that prioritizes service quality, workforce stability, and successful event execution. This approach supports Boise State's commitment to safety, guest experience, and continuity across athletic events, campus activities, and special events.

All proposed rates are fully inclusive, covering every cost required to perform the services outlined in RFP LB26-028. Boise State will not incur additional or hidden charges beyond the hourly rates provided, except for applicable sales tax where required by law.

Cost Allocation Overview

BEST's proposed rates include, but are not limited to, the following cost components:

- Customized Employee Uniforms – Venue-specific, professional uniforms that clearly identify roles and support Boise State's event-day presentation standards
- All Required Equipment – Earpieces, flashlights, safety gear, and operational supplies necessary for event execution
- Handheld Screening Wands – Provided to support efficient and compliant entry screening
- Ongoing Background Screening – Comprehensive checks conducted at hire and on a recurring monthly basis
- Employee Drug Testing – Supporting a reliable, professional workforce
- Employee Incentive & Retention Programs – Designed to reduce turnover and preserve experienced, campus-trained staff
- Comprehensive Training Program – Fully covers payroll, instructional time, and materials for BEST's industry-leading training
- ADA and Sensory Awareness Training – Provided at no additional cost when requested

by the University

- Automated Timekeeping and Scheduling – Supported by BEST's workforce management systems for accurate reporting and accountability
- Payroll Taxes and Insurance – Including workers' compensation, general liability, and all statutory payroll obligations
- State Security Licensing – Full compliance with Boise and Idaho licensing and regulatory requirements

Additional Pricing Assumptions

- Minimum shift duration: 4 hours
- Overtime: Billed at 1.5× the standard hourly rate after 40 hours worked in a week
- Holiday rates: Billed at 1.5× the standard hourly rate on the following holidays only: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day
- No additional expenses: Boise State will not be charged any expenses beyond those expressly outlined in this cost proposal

Equipment Provided at No Additional Cost

In addition to what is included in the hourly rate structure, BEST provides the following equipment and resources at no additional cost to Boise State University:

- Post order templates and event documentation tools
- Workforce management and scheduling software
- Flashlights, radios, and screening wands
- Weather-appropriate and safety gear
- Uniforms, lanyards, and employee identification badges
- Bullhorns and traffic-control accessories
- Licensing support and administrative supplies

Through this pricing approach, BEST delivers a transparent, predictable, and sustainable cost structure that supports Boise State University's event operations while minimizing risk, enhancing staffing stability, and ensuring a high-quality guest experience throughout the contract term.

2. Detailed Cost Breakdown

Line #	Position	Hourly Rate	Bill Rate
1	Director of Operations	No Charge	No Charge
2	Event Manager	\$ 22.00	\$ 32.34
3	Supervisor	\$ 19.50	\$ 28.67
4	TIPS/VIP Security	\$ 17.00	\$ 25.18
5	Security	\$ 16.50	\$ 24.59
6	Ticketing/Usher	\$ 16.50	\$ 24.59
7	Parking Flagger	\$ 16.50	\$ 26.40
8	Parking Attendant	\$ 16.50	\$ 25.81
9	Parking Supervisor	\$ 19.50	\$ 30.11
10	K-9 Units, if applicable (Bill Rate includes 10-Hour Shift, Includes Handler and K-9)		\$ 125.00

Direct Costs

Hourly rates include all labor costs associated with event security, parking, and traffic control services, including wages, supervision, training, uniforms, equipment, payroll taxes, and insurance.

Travel Expenses

No travel expenses are proposed or anticipated under this contract. BEST utilizes a Boise-based workforce and local leadership model. As a result, Boise State University will not be billed for mileage, lodging, per diem, airfare, or other travel-related costs.

Indirect Expenses & Other Costs

All indirect expenses and operational overhead are fully included within the proposed hourly rates and will not be billed separately. This includes, but is not limited to:

- Recruiting and hiring costs
- Ongoing background screening and compliance monitoring
- Drug testing
- Employee training and certification costs
- Uniforms and personal protective equipment
- Event-day equipment and operational supplies
- Workforce management, scheduling, and timekeeping systems
- Administrative, supervisory, and management support
- Licensing, insurance, and statutory payroll obligations

3. Cost Justification and Assumptions

BEST Crowd Management's proposed pricing is fully burdened and transparent, reflecting the complete cost of delivering reliable event security, parking, and traffic control services for Boise State University. All hourly rates are designed to support staffing stability, appropriate supervision, and consistent service quality across all event types.

Proposed rates include all direct and indirect costs required to perform the scope of work, including labor, supervision, uniforms, equipment, background screening, compliance, scheduling systems, administrative support, payroll taxes, insurance, and state licensing. No additional fees or pass-through expenses will be billed beyond the hourly rates provided.

Key assumptions used in developing this proposal include:

- A four (4) hour minimum shift per assignment
- Overtime billed at 1.5× after 40 hours worked in a week
- Holiday rates of 1.5× applied only on six specified holidays
- Final staffing quantities established through event-specific work orders

This pricing structure provides Boise State with predictable costs, eliminates hidden charges, and supports a sustainable, high-quality event operation.

Training Rate Requirements

BEST Crowd Management confirms that all required training costs will be fully absorbed by BEST and will not be billed to Boise State University under this Contract. This includes employee wages during training, instructional time, materials, administrative overhead, and all applicable statutory labor costs.

As a result, no separate training rates are proposed or invoiced, and Boise State University will incur no additional charges for initial, refresher, or ongoing training required to support services performed under this agreement. All training is incorporated into BEST's fully burdened hourly rates.

When supervisory or management personnel provide training, their participation is included as part of BEST's internal cost structure and is not billed separately to the University.

SUBJECT

Idaho State University – Head Softball Coach Contract

BACKGROUND

After careful consideration, Idaho State University (ISU) is requesting Board approval to enter into a new employment agreement with Harold Simmons as ISU Head Softball Coach. The proposed agreement covers five (5) softball seasons, commencing August 30, 2026, and expiring May 30, 2031, for a total of four (4) years and nine (9) months. The extended term provides leadership continuity and program stability, strengthens recruiting and retention efforts, and positions ISU to build upon the softball program's recent success while sustaining a championship-caliber culture.

ISU made a commitment to Coach Simmons to propose a longer-term employment agreement to the Board following his appointment by ISU in June 2026.

PROPOSAL

ISU requests Board approval to enter into a new employment agreement with Harold Simmons as Head Softball Coach, covering five (5) softball seasons from August 30, 2026, through May 30, 2031, at an annual base salary of \$91,000 plus performance-based supplemental compensation, as detailed in Attachments 1-6.

IMPACT

The proposed employment agreement covers five (5) softball seasons, commencing August 30, 2026, and expiring May 30, 2031. The agreement provides for an annual base salary of \$91,000, a \$1,000 increase over Coach Simmons' current base salary of \$90,000 and includes opportunities for performance-based supplemental compensation under section 3.2 of the Contract as follows:

- *Media, fundraising, and public appearances:* \$4,000 annually.
- *Big Sky regular-season championship:* \$4,000 for each year the Team wins the conference regular-season title.
- *Recruiting and player development:* Up to \$15,000 annually:
 - \$1,000 for each player named First Team All-Big Sky.
 - \$1,000 for a Big Sky Player of the Year.
 - \$1,000 each for a Big Sky Newcomer, Freshman, or Pitcher of the Year.
- *Big Sky Coach of the Year:* \$4,000 each year Coach receives the award.
- *NCAA Tournament appearance:* \$4,000 for participation through either an automatic qualification or at-large selection.
- *NCAA Tournament wins:* \$2,500 per tournament win, up to \$15,000 annually.
- *Academic achievement and team conduct:* Up to \$4,000 annually, at the President's discretion in consultation with the Director:
 - APR 970–979: up to \$2,000.
 - APR 980–989: up to \$2,500.
 - APR 990–999: up to \$3,000.
 - APR 1,000: up to \$4,000.
 - The decision may also consider grade-point averages, academic rigor, academic honors, progress toward graduation, support of academically

CONSENT
AUGUST 12-13, 2026

- at-risk athletes, and team-member conduct.
 - Any payment must include a detailed written justification.
- *Season wins*: \$4,000 each year the Team achieves at least 28 wins.
- *University-operated summer camps*: Coach may receive supplemental compensation for marketing, supervising, and administering University softball camps:
 - Compensation is based on the camps' net proceeds.
 - Payments may be made to Coach and Coach's designees.
 - Payments must come from camp accounts.
 - A detailed accounting of camp revenues and expenses must be provided to the Director.
 - No maximum payment is specified.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy II.H. requires Board approval for athletic employment contracts with terms exceeding three (3) years or annual compensation exceeding the policy threshold. The proposed agreement exceeds the term threshold and is before the Board for consideration.

The proposed agreement fulfills ISU's commitment to Coach Simmons to return to the Board with a long-term contract following his appointment in June 2026. Compared to the June 2026 agreement, the proposed contract extends the term through May 30, 2031, increases the annual base salary from \$90,000 to \$91,000, and retains performance-based supplemental compensation tied to academic achievement, athletic performance, recruiting, and postseason success.

Board staff has reviewed the proposed agreement from ISU and the accompanying comparison to the Board's model coaching contract. The contract reflects negotiated business terms between ISU and Coach Simmons, and the identified deviations from the Board's model contract are included in the accompanying redline in Attachment 2 Redline from Model.

Board staff recommends approval.

ATTACHMENTS

- Attachment 1 – Proposed Clean Contract
- Attachment 2 – Redline from Model
- Attachment 3 – APR Summary
- Attachment 4 – Salary and Incentive Sheet
- Attachment 5 – Liquidated Damages Sheet
- Attachment 6 – Max Compensation Calculation

CONSENT
AUGUST 12-13, 2026

BOARD ACTION

I move to approve the request by Idaho State University to enter into a four (4) year and nine (9) month employment agreement with Harold Simmons, Head Softball Coach, beginning August 30, 2026, through May 30, 2031, at a base salary of \$91,000 and supplemental compensation provisions provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy II.H. Coaches and Athletic Directors

REFERENCE

June 2026

Idaho State University signed a 3-year contract with Coach Simmons, initiating June 24, 2026, and extending to May 25, 2029. ISU committed to seeking Board approval of a 5-season contract (4 years, 9 months) at the first opportunity, initiating August 30, 2026, and extending to May 30, 2031.



**Idaho State
University**

**ATHLETICS MULTI-YEAR CONTRACT
HAROLD SIMMONS, HEAD COACH - WOMEN'S SOFTBALL**

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and HAROLD SIMMONS (Coach).

ARTICLE 1

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

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of 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 (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.7. shall cease.

1.4. Contingent on Successful Background Check. This Agreement is contingent on successful completion of a background check in accordance with University policy for new employees. Should the University, in its sole discretion, determine the results of a background check preclude Coach from employment, then the University may immediately terminate this Agreement with written notice and Coach shall not be entitled to any payment or benefits under this Agreement.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of FOUR (4) YEARS and NINE (9) MONTHS, commencing on August 30, 2026 and terminating, without further notice to Coach, on May 30, 2031 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a

claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

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

- a) An annual salary of \$91,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation: The potential supplemental compensation described herein shall be available to Coach if Coach continues to be employed as University's head softball coach as of the ensuing July 15th, unless otherwise specified, and when the following conditions are met in the preceding fiscal year: (1) Maintain a multi-year APR greater than 940 and (2) the Team operates within the assigned and agreed upon budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year. Such supplemental compensation shall be paid to Coach in a timely manner following July 15th.

3.2.1. Coach shall receive the sum of \$4,000 each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team is the Regular Season Big Sky Conference Champion,

the University shall pay to Coach supplemental compensation in an amount equal to \$4,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. To reward excellent recruiting and player development, Coach shall receive supplemental compensation, up to a maximum of \$15,000, in the amount of \$1,000 for each player named to the Big Sky Conference First Team, \$1,000 for a Big Sky Conference Player of the Year, and \$1,000 (each) for a Big Sky Conference Newcomer of the Year, Big Sky Freshman of the Year, or Big Sky Pitcher of the Year. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4. Each year the Coach is named as the Big Sky Conference Coach of the Year, the University shall pay Coach supplemental compensation in an amount of \$4,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5. Each year the Team participates in the NCAA Tournament, either as AQ or AL, the University shall pay Coach supplemental compensation in the amount of \$4,000.

3.2.6. Each year the Team participates in the NCAA Tournament, the University shall pay Coach supplemental compensation, up to a maximum of \$15,000, in the amount of \$2,500 for each NCAA Tournament game win.

3.2.7. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$4,000.00 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

<u>Team Multi-Year APR:</u>	<u>Incentive Pay Up To:</u>
970-979	\$2,000
980-989	\$2,500
990-999	\$3,000
1,000	\$4,000

3.2.8. Each year the Team achieves 28 or more wins, the University shall pay Coach supplemental compensation in the amount of \$4,000.

3.2.9. (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth softball camps on its campus using University

facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's softball Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's softball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head women's softball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

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

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

ARTICLE 4

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

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

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team

members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

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

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

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

- a)** Attendance of Coach and Assistant Coaches at all rules education programs;
- b)** Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;
- c)** Thorough, honest, and forthcoming completion of compliance forms;
- d)** The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

- e) The routine requesting of rules interpretations.

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

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

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

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

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

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

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

ARTICLE 5

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

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

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;
- d) Ten (10) working days' absence of Coach from duty without the Director's consent;
- e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.
- k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

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

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

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

5.2 Termination of Coach for Convenience of University

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

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

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

5.3 Termination by Coach for Convenience

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

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

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, an amount equal to 50% of the remaining balance which would be owed to Coach over the full term of the contract. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

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

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

5.4 Termination due to Disability or Death of Coach

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

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

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

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise

obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

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

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

ARTICLE 6

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

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

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

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

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

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

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

6.8 Force Majeure. Any prevention, delay, or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such failure or delays if reasonable to do so.

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

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

the University: Director of Athletics Pauline Thiros
 Idaho State University
 MS 8173
 Pocatello, ID 83209

with a copy to: President Robert Wagner
 Idaho State University
 MS 8310
 Pocatello, ID 83209

Coach: Head Coach, Women's Softball, Harold Simmons
 Address on File with Human Resources

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

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

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

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

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

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

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

University

Coach

Signature: _____
Printed Name: Robert Wagner
Idaho State University President

Signature: _____
Printed Name: Harold Simmons
Head Coach
Women's Softball

Date: _____

Date: _____



Idaho State
University

ATHLETICS MULTI-YEAR CONTRACT

[COACH NAME], HAROLD SIMMONS, HEAD COACH - [SPORT] WOMEN'S SOFTBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and [LEGAL NAME OF COACH] HAROLD SIMMONS (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its [INSERT SPORT/ WOMEN'S SOFTBALL TEAM] (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of 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 (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.47. shall cease.

1.4. Contingent on Successful Background Check. This Agreement is contingent on successful completion of a background check in accordance with University policy for new employees. Should the University, in its sole discretion, determine the results of a background check preclude Coach from employment, then the University may immediately terminate this Agreement with written notice and Coach shall not be entitled to any payment or benefits under this Agreement.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of [INSERT TERM OF FOUR (4) YEARS 3 OR LESS], and NINE (9) MONTHS, commencing on [INSERT COMMENCEMENT DATE] August 30, 2026 and terminating, without further notice to Coach, on [INSERT TERMINATION DATE] May 30, 2031 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a

claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

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

- a) An annual salary of \$ ~~{INSERT SALARY AMOUNT IN USD}~~ 91,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~—(except that in accordance with Board Policy II.H.6.b.ii, University-~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation: The potential supplemental compensation described herein shall be available to Coach ~~only in years if Coach continues to be employed as University's head softball coach as of the ensuing July 15th, unless otherwise specified, and~~ when the following conditions are met ~~in the preceding fiscal year:~~ (1) ~~{INSERT CONDITIONS SUCH AS MINIMUM}~~ Maintain a multi-year APR THRESHOLD greater than 940 and (2) the Team operates within the assigned and agreed upon ~~{TEAM/SPORT}~~ budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year. Such supplemental compensation shall be paid to Coach in a timely manner following July 15th.

3.2.1. Coach shall receive the sum of \$4,000 each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2.~~ Each year the Team is the ~~[INSERT TRIGGER EVENT: BIG SKY CHAMP, COACH OF YEAR, ETC], and if Coach continues to be employed as University's Head [INSERT TEAM/SPORT] Coach as of the ensuing July 1st, Regular Season Big Sky Conference Champion,~~
~~3.2.1.~~ the University shall pay to Coach supplemental compensation in an amount equal to ~~[INSERT AMOUNT IN WEEKS] of Coach's Annual Salary during the fiscal year in which the [TRIGGER EVENT] is achieved~~\$4,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2 [ADD OTHER SUPPLEMENTAL COMPENSATION CLAUSES AS APPROPRIATE, SUCH AS CONFERENCE CHAMPION, COACH OF THE YEAR, SELECTION TO NCAA TOURNAMENT, ETC]~~

~~3.2.3.3.2.3.~~ To reward excellent recruiting and player development, Coach shall receive supplemental compensation, up to a maximum of \$15,000, in the amount of \$1,000 for each player named to the Big Sky Conference First Team, \$1,000 for a Big Sky Conference Player of the Year, and \$1,000 (each) for a Big Sky Conference Newcomer of the Year, Big Sky Freshman of the Year, or Big Sky Pitcher of the Year. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.4.~~ Each year the Coach is named as the Big Sky Conference Coach of the Year, the University shall pay Coach supplemental compensation in an amount of \$4,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.5.~~ Each year the Team participates in the NCAA Tournament, either as AQ or AL, the University shall pay Coach supplemental compensation in the amount of \$4,000.

~~3.2.6.~~ Each year the Team participates in the NCAA Tournament, the University shall pay Coach supplemental compensation, up to a maximum of \$15,000, in the amount of \$2,500 for each NCAA Tournament game win.

~~3.2.7.~~ Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~\$(INSERT USD AMOUNT)\$4,000.00~~ based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; ~~and~~ the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

Up To: ~~[TEAM/SPORT]Team Multi-Year APR Score:~~ Incentive Pay
970-979 \$ ~~[USD AMOUNT]2,000~~

980-989	\$ {USD AMOUNT} <u>2,500</u>
990-999	\$ {USD AMOUNT}
<u>1,000</u>	\$ {USD AMOUNT}

<u>3,24,000</u>	
<u>1,000</u>	<u>\$4,000</u>

3.2.8. Each year the Team achieves 28 or more wins, the University shall pay Coach supplemental compensation in the amount of \$4,000.

3.2.9. (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth ~~{TEAM/SPORT}~~ softball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's ~~{TEAM/SPORT}~~ softball Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's ~~{TEAM/SPORT}~~ softball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head ~~{TEAM/SPORT}~~ women's softball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

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

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe

benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

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

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

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

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

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

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

- a) Attendance of Coach and Assistant Coaches at all rules education programs;

- b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;
- c) Thorough, honest, and forthcoming completion of compliance forms;
- d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and
- e) The routine requesting of rules interpretations.

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

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

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

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

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

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

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

ARTICLE 5

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

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

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;
- d) Ten (10) working days' absence of Coach from duty without the Director's consent;
- e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.
- k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

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

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

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

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

5.2 Termination of Coach for Convenience of University

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

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

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties

further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be a penalty.

5.3 Termination by Coach for Convenience

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

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

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, ~~the following sum: [INSERT SUM]~~ an amount equal to 50% of the remaining balance which would be owed to Coach over the full term of the contract. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

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

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

5.4 Termination due to Disability or Death of Coach

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

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

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

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

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

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

ARTICLE 6

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

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

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

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

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

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

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

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

6.8 Force Majeure. Any prevention, delay, or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such failure or delays if reasonable to do so.

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

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

the University: Director of Athletics [Pauline Thiros](#)
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President Robert Wagner
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: ~~[INSERT COACH NAME AND CONTACT INFO]~~ Head Coach, Women's Softball, Harold Simmons
Address on File with Human Resources

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

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

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

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

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

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

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

University

Coach

Signature: _____

Printed Name: ~~[PRESIDENT NAME]~~ Robert Wagner

Idaho State University President

Signature: _____

Printed Name: ~~[COACH NAME]~~ Harold Simmons

Head Coach

~~[SPORT/TEAM]~~ Women's Softball

Date:_____

Date:_____

~~[FOR ANY CONTRACT GREATER THAN 3 YEARS] Approved by the Idaho State Board of Education on the _____ day of _____, 20__.~~

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

IDAHO STATE UNIVERSITY

SOFTBALL APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2020-21	2021-22	2022-23	2023-24	2024-25
Single Year APR	974	938	1000	989	1000
National % Rank by Sport	10-20	*	1-10	10-20	20-30

MULTI-YEAR APR (4-Year Rolling Average)					
ISU SOFTBALL	954	964	978	976	983

** Not reported due to COVID-19 Impact*

Big Sky Conference Softball Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Softball Coach (Harold Simmons) Contract

	INSTITUTION	BASE SALARY	INCENTIVES	TOTAL POSSIBLE COMPENSATION
1	Southern Utah	\$ 86,369.00	\$ 63,000.00	\$ 149,369.00
2	Idaho State	\$ 91,000.00	\$ 54,000.00	\$ 145,000.00
3	Utah Tech	\$ 99,985.00	\$ 24,500.00	\$ 124,485.00
4	Northern Colorado	\$ 81,159.00	\$ 7,500.00	\$ 88,659.00
5	Weber State	\$ 85,505.00	\$ 17,500.00	\$ 103,005.00
6	Montana	\$ 82,080.00	\$ 30,500.00	\$ 112,580.00
7	Portland State	\$ 77,436.00	\$ 11,500.00	\$ 88,936.00

	INSTITUTION	BASE SALARY
1	Utah Tech	\$ 99,985.00
2	Idaho State	\$ 91,000.00
3	Southern Utah	\$ 86,369.00
4	Weber State	\$ 85,505.00
5	Montana	\$ 82,080.00
6	Northern Colorado	\$ 81,159.00
7	Portland State	\$ 77,436.00

Big Sky Conference Softball Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Softball Coach (Harold Simmons) Contract

INSTITUTION	LIQUIDATED DAMAGES CLAUSE?	STRUCTURE OF LIQUIDATED DAMAGES
Idaho State	Yes	If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, an amount equal to 50% of the remaining balance which would be owed to Coach over the full term of the contract.
Montana	Yes	\$160,000
Northern Colorado	No	N/A
Portland State	No	N/A
Southern Utah	Yes	\$25K to Autonomous Conference School/\$12,500 to similar level school/\$5,000 if leaving coaching profession.
Utah Tech	Yes	\$25,000
Weber State	Not Available	Not Available

CONSENT
AUGUST 12-13, 2026

ATTACHMENT 6

Head Football Coach Harold Simmons Maximum Compensation Calculation: FY 2026-2031

Contract Reference:		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	*Assumes 2.5% CEC increase annually.
3.1.1	Annual Salary	\$ 91,000.00	\$ 93,275.00	\$ 95,606.88	\$ 97,997.05	\$ 100,446.97	
3.2.1	Bonus: Media Programs, Fundraising, and Public Appearances	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	
3.2.2	Bonus: Regular Season Conference Champion	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	
3.2.3	Bonus: Conference Individual Player Awards	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
3.2.4	Bonus: Coach of the Year	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	
3.2.5	Bonus: NCAA Tournament Participation	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	
3.2.6	Bonus: NCAA Tournament Game Wins	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
3.2.7	Bonus: Academic Achievement	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	
3.2.8	Bonus: Wins Achievement	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	
Total Maximum Annual Compensation Under Proposed Contract:		\$ 145,000.00	\$ 147,275.00	\$ 149,606.88	\$ 151,997.05	\$ 154,446.97	

SUBJECT

University of Idaho – Head Basketball Coach Contract

BACKGROUND

University of Idaho (UI) is requesting the Board to approve a new five (5) year contract for Head Men's Basketball Coach, Alex Pribble. A copy of the proposed contract is attached as Attachment 2.

Coach Pribble's current five (5) year contract runs through April 30, 2028, and pays him \$130,000 per year in base salary, up to \$60,000 in media payments, and other supplemental compensation. The parties have renegotiated the contract's terms, resulting in the proposed contract.

If approved, the proposed contract would run through April 30, 2031, increase the Coach's base salary in 2026-27 by \$10,000 and by \$15,000 in each successive contract year. Supplemental compensation would also increase, with annual media payments increasing by at least \$50,000 and payments for winning Conference Coach of the Year (COY) and National COY respectively increasing by \$1,000 and \$2,000. The proposed contract also modifies the structure of guaranteed compensation and liquidated damages, including converting media payments from a capped, discretionary amount to a guaranteed minimum, thereby increasing UI's fixed compensation obligations and potential termination exposure.

The main differences between the current and new contracts are in these sections:

- 2.1 – Extends the contract term from April 30, 2028, to April 30, 2031.
- 3.1.1 – Increases regular compensation/base salary of \$130,000 to \$140,000 in the first year, and by \$15,000 in each successive year starting in contract year 2027-2028.
- 3.2 – Increases yearly Supplemental Compensation as follows:
 - 3.2.2 – Increases media payments from “up to \$60,000 to “at least \$110,000.”
 - 3.2.4 – Increases Conference COY payment from \$4,000 to \$5,000, and National COY from \$8,000 to \$10,000.
- 5.2.2 – Due to the increases in Coach Pribble's compensation, and the addition of three years to the contract's term, the liquidated damages the University would owe for terminating the contract for convenience would also increase (as set forth below).
- 5.3.3 – If Coach terminates the agreement for convenience to accept another NCAA head coaching position, he owes liquidated damages based on a schedule (also set forth below).

CONSENT
AUGUST 12-13, 2026

Attachment 3 is a redline that shows how the proposed contract differs from the Board's model contract. Attachment 4 is a redline that shows how the proposed contract differs from Coach Pribble's current contract.

PROPOSAL

UI seeks Board approval of a coaching contract with a term of more than three (3) years and \$350,000 or more in potential total annual compensation. This proposed contract would update and replace Coach Pribble's current contract.

IMPACT

Contract Term: May 11, 2026 - April 30, 2031.

Base salary: \$140,000 per year.

Media payments: at least \$110,000 per year.

Summary of supplemental compensation/incentives:

- Courtesy car or, if unavailable, a \$6,500 per year automobile allowance.
- Academic achievement and behavior of team based on Academic Progress Rate from 950-984 = \$2,000; 985 or more = \$5,000.
- Conference COY = \$5,000; National COY = \$10,000.
- Regular season conference champions or co-champion = \$5,000.
- Conference tournament champion = \$5,000.
- NCAA tournament at-large bid = \$5,000.
- NCAA tournament game wins
 - \$5,000 for Play-in Round
 - Additional \$7,500, First Round
 - Additional \$10,000, Second Round
 - Additional \$12,500, Regional Semis
 - Additional \$15,000, Regional Final
 - Additional \$17,500, Final Four
 - Additional \$25,000, NCAA Championship.
- NCAA NIT tournament:
 - \$3,000 for At-large Appearance
 - \$3,000 for First Round win
 - Additional \$3,000, Second Round win
 - Additional \$3,000, Super 16 win
 - Additional \$3,000, Great Eight win
 - Additional \$3,000, Fab 4 win
 - Additional \$10,000 NIT Champion.

Maximum Potential Annual Compensation (base salary + maximum incentive pay including media payment but not possible payment for camps): Approximately \$377,500 in 2026-27, consisting of \$140,000 base salary, \$110,000 in media compensation, and up to \$127,500 in performance-based incentives (including APR, Conference/National COY awards, conference and NCAA tournament qualification bonuses, and NCAA tournament success through a national championship). Base salary increases by \$15,000 annually,

resulting in maximum potential compensation of approximately \$392,500 (2027-28), \$407,500 (2028-29), \$422,500 (2029-30), and \$437,500 (2030-31), assuming full incentive achievement.

These figures reflect theoretical maximums assuming full achievement of all performance incentives and are not intended to represent expected annual compensation. The calculations assume NCAA tournament participation (rather than NIT), as NCAA incentives produce greater total compensation. Additionally, the calculations assume all incentives are awarded, even where certain categories (such as NCAA at-large selection and conference tournament championship) may not typically overlap in practice.

Coach may participate in youth basketball camps as follows:

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

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

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

- Eastern Washington University – EWU must pay 1 year of annual base salary (\$180,960). If Coach leaves to coach elsewhere in NCAA or professionally, he owes tiered liquidated damages (Year 1 = \$100,000; Years 2, 3, and 4 = \$75,000; Year 5 = \$50,000).
- Idaho State University – ISU must pay all remaining base salary (\$126,386 per year) for the rest of the contract term, subject to mitigation. If Coach leaves, he owes a fixed buyout based on the timing of departure (Year 1 = \$100,000; Year 2 = \$75,000; Year 3 = \$50,000; After Year 3 = \$25,000).
- Montana State University – MSU and Coach must pay the lesser of (1) \$500,000 in Years 1-3 / \$250,000 in Year 4; OR (2) remaining prorated base salary (\$197,002.23) plus defined benefits.
- Northern Arizona University – NAU must pay 50% of remaining base salary (\$198,000) for the term, subject to mitigation. If coach leaves for another coaching position, coach owes tiered liquidated damages that decline by year (Year 1 = \$40,000; Year 2 = \$30,000; Year 3 = \$20,000; Year 4 = \$10,000). If coach leaves for non-coaching reasons, coach owes \$25,000.
- Portland State University - PSU must pay a tiered severance equal to a fixed number of months of base salary at the annual rate in effect at termination: 36 months (through Year 4), 24 months (Year 5), and 12 months (Years 6-7). This equates to about \$525,000 in Year 4, \$370,000 in Year 5, \$195,000 in Year 6, and \$205,000 in Year 7. Payments are subject to mitigation (offset by subsequent earnings). If the coach had left for another NCAA head coaching position before June 30, 2024, he would have owed \$30,000.
- University of Northern Colorado – UNC must pay all remaining base salary

(currently \$185,251 per year) through the remainder of the contract term (paid through FY 2030), subject to mitigation. If coach leaves for another coaching job before June 30, 2029, coach must pay \$100,000.

- University of Montana – UM and coach must pay the lesser of \$250,000 or the remaining prorated base salary (\$185,711). University payment is subject to mitigation.

Under the proposed contract, the University of Idaho and Coach would owe liquidated damages as follows:

- If the University terminates the contract for convenience, it must pay the remaining base salary and guaranteed media compensation (Sections 3.1.1(a) and 3.2.2) through the end of the contract term at the time of termination, subject to mitigation. If termination is in 2026-27, liquidated damages would cover five remaining years and be up to \$2,037,500; if in 2027-28 when four years remain, up to \$1,660,000; if in 2028-29 when three years remain, up to \$1,267,500; if in 2029-30 when two years remain, up to \$860,000; if in 2030-31 when one year remains, up to \$437,500.
- If the Coach terminates the contract for convenience to accept another NCAA head coaching position, he must pay liquidated damages based on this schedule:
 - Start of contract – April 30, 2028: \$250,000
 - May 1, 2028 – April 30, 2029: \$150,000
 - May 1, 2029 – Last game of 2030-31 season: \$100,000. Coach's buyout is fixed by the schedule in 5.3.3, as summarized above.

These liquidated damages provisions were the result of negotiations between the University and the Coach.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy II.H.1. requires Board approval for athletic employment contracts with terms exceeding three (3) years or annual compensation exceeding \$350,000. The proposed agreement meets both thresholds and is therefore appropriately before the Board for consideration.

Compared to Coach Pribble's current agreement, the proposed contract extends the term by three (3) years, increases guaranteed compensation through higher base salary and minimum media payments, and modifies the liquidated damages provisions applicable to both the University of Idaho (UI) and the Coach. As a result, UI's financial obligation in the event of a termination for convenience is materially greater than under the current agreement.

CONSENT
AUGUST 12-13, 2026

Board staff reviewed the proposed agreement and the accompanying comparison to the Board's model coaching contract. The contract reflects negotiated business terms between the UI and the Coach and includes deviations from the Board's model contract that are identified in the accompanying redline.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Coach Contract Checklist
Attachment 2 – Pribble 2026 Contract – Clean
Attachment 3 – Comparison with Model Contract
Attachment 4 – Comparison with Current Contract
Attachment 5 – Four-Year History of Academic Progress Rate, & National APR
Attachment 6 – Big Sky Conference Base Salaries & Incentive Payments

BOARD ACTION

I move to approve the University of Idaho's request to approve the multi-year employment contract for the Men's Basketball Team Head Coach in substantial conformance with the form submitted to the Board as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy II.H.1. Coaches and Athletic Directors

REFERENCE

October 2023	Board approved University of Idaho request to enter five (5) year employment agreement with Alex Pribble, Head Coach for Men's Basketball.
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IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

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

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

Institution: University of Idaho

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

Date of submission to State Board Office:

Proposed effective date of employment agreement: The contract runs from May 11, 2026 – April 30, 2031. The contract becomes effective when both parties have signed it.

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

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

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

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration): n/a

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

EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

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

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of approximately Five (5) years, commencing on May 11, 2026, and terminating, without further notice to Coach, on April 30, 2031, unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1 Regular Compensation.

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

- a) An annual salary of \$140,000.00 per year, which amount shall increase by \$15,000 in each successive contract year, starting with the 2027-28 contract year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements, provided, however, in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation.

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

3.2.2 Coach shall receive at least \$110,000.00 per year from the University or the University's designated media outlet(s) or a combination thereof during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive this sum shall vest and be paid one-half on or near the first day of July, and one-half on or near the first day of January, provided Coach remains the head coach on each such payment date (or is terminated pursuant to Section 5.2 hereof). Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

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

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of \$5,000.00. Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of \$10,000.00. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

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

employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

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

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

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

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

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

employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

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

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

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

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

e) The Coach or the private enterprise enters into a contract with University of Idaho and Chartwells for all campus goods and services required by the camp.

f) The Coach or private enterprise pays for use of University of Idaho facilities; such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.

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

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

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

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

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

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

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

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

ARTICLE 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE 5

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

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

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

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

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

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

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

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

5.2 Termination of Coach for Convenience of University.

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

5.2.2

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

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

5.3 Termination by Coach for Convenience.

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

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

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

Date of Termination	Amount
Start of contract – April 30, 2028	\$250,000
May 1, 2028 – April 30, 2029	\$150,000
May 1, 2029 – Last game of '30-'31 season	\$100,000

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

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

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

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

5.4 Termination due to Disability or Death of Coach.

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

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

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

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

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

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

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

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

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

Coach: Alex Pribble
1324 Ridgeview Drive
Moscow, ID 83843

With a copy to: Scott Gaffield
Athletes First
23091 Mill Creek Drive
Laguna Hills, CA 92653
sgaffield@athletesfirst.net (scanned copy by email)

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

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

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

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

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

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

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

University

Coach

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

Signature: _____
Printed Name: Alex Pribble

Date: _____

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

~~EMPLOYMENT~~EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

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

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~(—~~ approximately Five (5) years, commencing on May 11, 2026, and terminating, without further notice to Coach, on April 30, 2031, unless sooner terminated in accordance with other provisions of this Agreement.

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

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

ARTICLE 3

3.1 Regular Compensation.

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

- a) An annual salary of \$~~_____~~ \$140,000.00 per year, which amount shall increase by \$15,000 in each successive contract year, starting with the 2027-28 contract year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer ~~and approved by the Board;~~
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~—(except that,~~ provided, however, in accordance with Board Policy II.H.6.b.ii, University ~~(College)~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director~~;~~; and
- c) The opportunity to receive such employee benefits as the ~~University (College)'s~~ University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation.

3.2.1 Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College)

~~shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) The~~
University shall provide Coach with a courtesy car. If a car is not available, the University shall instead provide Coach with an annual automobile allowance of \$6,500.00 payable in biweekly installments in accordance with normal University procedures. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile.

3.2.2 Coach shall receive at least \$110,000.00 per year from the University or the University's designated media outlet(s) or a combination thereof during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive this sum shall vest and be paid one-half on or near the first day of July, and one-half on or near the first day of January, provided Coach remains the head coach on each such payment date (or is terminated pursuant to Section 5.2 hereof). Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

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

~~3.2.1~~3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of \$5,000.00. Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of \$10,000.00. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether

Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2~~

3.2.5 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), regular season conference champion or co-champion, and if Coach continues to be employed as University (College)'s head (Sport) coach University's Head Men's Basketball Coach as of the ensuing July 1st final game of the Team's season, including postseason competition, the University (College) shall pay to Coach supplemental compensation in an amount equal to (\$5,000.00. This amount or computation) shall be payable within thirty (30) days after completion of Coach's Annual Salary in effect the season, including postseason competition, regardless of whether Coach remains employed by University on the payment 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 3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ Coach Each year the Team is the conference tournament champion and also becomes eligible for the NCAA Regionals or NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition, the University shall pay to Coach supplemental compensation in an amount equal to \$5,000.00 during the fiscal year in which the championship or NCAA tournament eligibility is achieved, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

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

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

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

~~3.2.9 Post Season. For each appearance in the NCAA NIT Tournament, Coach shall receive supplemental compensation based on the following schedule if Coach continues to be employed as University's Head Men's Basketball Coach as of the final game of the Team's season, including postseason competition. All bonuses are~~

stackable. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

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

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

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

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

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

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

insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

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

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

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

ARTICLE 4

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

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

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

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

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

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

- a) Affirmatively reporting instances of noncompliance to the University and NCAA in a timely manner and assisting in developing full information to determine whether a possible violation has occurred and the details thereof;
- b) Timely participation in interviews and providing complete and truthful responses;

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

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

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

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Athletics Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the

Athletics Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

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

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

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

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

ARTICLE 5

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

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

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

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

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

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

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

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

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

5.2.2

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

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

5.3 Termination by Coach for Convenience.

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

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

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

<u>Date of Termination</u>	<u>Amount</u>
<u>Start of contract – April 30, 2028</u>	<u>\$250,000</u>
<u>May 1, 2028 – April 30, 2029</u>	<u>\$150,000</u>
<u>May 1, 2029 – Last game of '30-'31 season</u>	<u>\$100,000</u>

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

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

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

5.4 Termination due to Disability or Death of Coach.

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

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

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

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

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

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

appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01-et seq., and the University (College) (Faculty-Staff) Handbook.

ARTICLE 6

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

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

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

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

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

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

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

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

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

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

the University ~~(College)~~: _____ Director of Athletics

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

with a copy to: _____ ~~Chief Executive Officer~~ Office of the President

_____ University of Idaho
_____ 875 Perimeter Drive, MS 3151
_____ Moscow, Idaho 83844-3151

Coach: _____ Alex Pribble

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

With a copy to: _____ Scott Gaffield
_____ Athletes First
_____ 23091 Mill Creek Drive
_____ Laguna Hills, CA 92653
_____ sgaffield@athletesfirst.net (scanned copy by email)

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

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

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

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

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

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

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

University (College)

Coach

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

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

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

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

EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

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

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of approximately Five (5) years, commencing on ~~March 20, 2023~~ May 11, 2026, and terminating, without further notice to Coach, on April 30, ~~2028~~ 2031, unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

~~3.1~~ 3.1 Regular Compensation.

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

- a) a) An annual salary of \$~~130~~140,000.00 per year, which amount shall increase by \$15,000 in each successive contract year, starting with the 2027-28 contract year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer;
- b) b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements, provided, however, in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director; and
- c) c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation.

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

~~3.2.2~~ Coach shall receive ~~up to \$60~~at least \$110,000.00 per year from the University or the University's designated media outlet(s) or a combination thereof during the term of this Agreement in compensation for participation in media programs and public

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

~~3.2.3~~—Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team Members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Athletics Director. If the Teams' annual Academic Progress Rate ("APR") is equal to or greater than 950 but is less than 985 and if Coach continues to be employed as the University's Head Men's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of

3.2.3 \$2,000.00. This amount shall increase to \$5,000.00 in any year the team's annual APR is equal to or greater than 985 and if Coach continues to be employed as the University's Head Men's Basketball Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of ~~\$4~~5,000.00. Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of ~~\$8~~10,000.00. This amount shall be payable within thirty (30) days after completion of the season, including postseason competition, regardless of whether Coach remains employed by University on the payment date. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

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

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

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

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

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

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

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

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

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

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

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

e) e) The Coach or the private enterprise enters into a contract with University of Idaho and Chartwells for all campus goods and services required by the camp.

f) f) The Coach or private enterprise pays for use of University of Idaho facilities; such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.

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

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

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

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

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

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

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

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

ARTICLE 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE 5

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

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

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

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

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

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

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

~~5.1.4~~ 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~~ 5.2 Termination of Coach for Convenience of University.

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

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

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

| for and

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

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

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

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

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

Date of Termination	Amount
May 1, 2023 <u>Start of contract</u> – April 30, 2024 <u>2028</u>	\$500 <u>250</u> ,000
May 1, 2024 – April 30, 2025	\$300 <u>000</u>
May 1, 2025 <u>2028</u> – April 30, 2026 <u>2029</u>	\$150,000
May 1, 2026 – April 30, 2027	\$75 <u>000</u>
May 1, 2027 <u>2029</u> – Last game of '27-'28 <u>Season '30-'31 season</u>	\$25 <u>100</u> ,000

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

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

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

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

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

~~5.4.1~~ 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~~ 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~~ 5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability related benefits to which he is entitled by virtue of employment with the University.

~~5.5~~ 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~~ 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~~ 5.7 Waiver of Rights. Because Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment related rights provided for in Board policy, IDAPA 08.01.01.et seq., and the University (Faculty-Staff) Handbook.

ARTICLE 6

~~6.4~~ 6.1 Board Approval This Agreement shall not be effective unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Chief Executive Officer, and the Athletics Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

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

~~6.3~~ 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. Any action based in whole or in part on this Agreement shall be brought in the 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.

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

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

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

Coach: _____ Alex Pribble
_____ 1324 Ridgeview Drive
_____ Moscow, ID 83843

With a copy to: _____ Scott Gaffield
_____ Athletes First
_____ 23091 Mill Creek Drive
_____ Laguna Hills, CA 92653
_____ sgaffield@athletesfirst.net (scanned copy by email)

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.

~~6.16~~ 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.

Coach

Signature: _____
Printed Name: Alex Pribble
Date: _____

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

Four-Year History of University's APR

Year	APR for Year	Four-Year History APR
2024-25	960	963
2023-24	980	
2022-23	958	
2021-22	955	

National Average APR = 979

Base Salary & Incentives for Big Sky MBB Coaches

School	Base	Supplemental	Total
Portland State	\$195,000.00	\$ 42,500.00	\$237,500.00
Montana State	\$197,002.00	\$425,000.00	\$622,002.00
Idaho State	\$126,386.00	\$129,000.00	\$255,386.00
Eastern Washington	\$180,960.00	\$ 56,000.00	\$236,960.00
Northern Colorado	\$185,251.00	\$ 80,000.00	\$265,251.00
Montana	\$185,711.00	\$425,000.00	\$610,711.00
Northern Arizona	\$198,000.00	\$ 53,500.00	\$251,500.00
Weber State	\$240,000.00	\$ 30,000.00	\$270,000.00
Idaho	\$140,000.00	\$239,000.00	\$379,000.00

SUBJECT

Board Policy III.N., Statewide General Education – Second Reading

BACKGROUND

Board Policy III.N. General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. It also provides initial guidance for the establishment of the General Education Committee. This Committee has an important role in shaping the continued consistency of these courses across our institutions as well as in providing leadership for innovation in this curricular space.

PROPOSAL

The proposed amendments update Subject Matter representation and align stylistic choices with other Board policies.

IMPACT

Approval of the proposed amendments will support the Committee in its intended purpose by updating and increasing subject matter representation to better address stakeholder interests and the shifting landscape of higher education.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Amendments follow 2025 Committee summit votes narrowing digital learning representation to faculty professional development and adding an ad-hoc representative, with artificial intelligence as this term's focus.

No comments have been received or changes made between first and second reading. Staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy III.N. Statewide General Education – Second Reading
Attachment 2 – General Education Committee Bylaws

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V.
Idaho Code § 33-3729

CONSENT
AUGUST 12-13, 2026

REFERENCE

October 2020	The Board approved the first reading of proposed amendments to Board Policy III.N. designating the Executive Director or designee as chair of the GEM Committee.
December 2020	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2021	The Board approved the first reading of proposed amendments to Board Policy III.N. expanding membership of the GEM Committee to representatives from digital learning, dual credit, and open education. This included amendments to GEM competency areas.
October 2021	The Board approved the second reading of proposed amendments to Board Policy III.N.
December 2022	The Board approved the first reading of proposed amendments to Board Policy III.N that changed the GEM Oral Communication requirement from a minimum of 2 to a minimum of 3 credits and the institutionally-designated credits from a minimum of 6 to a minimum of 5.
February 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2023	The Board approved the first reading of proposed amendments to Board Policy III.N. to allow institutions to propose specialized baccalaureate degree programs that require fewer than 36 general education credits in rare instances.
October 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
February 2024	The Board approved the first reading of proposed amendments to Board Policy III.N. to clarify General Education Committee roles and responsibilities as well as further describe the role of the disciplinary rubrics.
April 2024	The Board approved the second reading of proposed amendments to Board Policy III.N.
June 2026	The Board approved the first reading of proposed amendments to Board Policy III.N.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: N. Statewide General Education

~~April 2024~~August 2026

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with major coursework, general education curriculum prepares students to use multiple strategies in an integrative manner to explore, critically analyze, and creatively address real-world issues and challenges. General education coursework provides students with an understanding of self, the physical world, and human society—its cultural and artistic endeavors as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship, and prepares them to be adaptive, life-long learners.

This policy ~~shall apply~~ies to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. The state of Idaho’s general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, ~~shall be~~must include the following:
 - a. Thirty-one (31) credits or more of the general education curricula must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and
 - b. Five (5) or more credits of the general education curricula, which are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.
2. The intent of the general education framework is to:
 - a. Establish statewide competencies that guide institutions’ determination of courses that will be designated as GEM courses,
 - b. Establish shared disciplinary/Ways of Knowing rubrics that guide institutional decision-making about designating courses to GEM competency areas, and
 - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and

major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences.

The GEM competency areas are as listed:

- a. Written Communication
- b. Oral Communication
- c. Mathematical Ways of Knowing
- d. Scientific Ways of Knowing
- e. Humanistic and Artistic Ways of Knowing
- f. Social and Behavioral Ways of Knowing

4. GEM courses in each area ~~shall~~must include the following competencies:

a. Written Communication

Upon completion of a course in this category, students are able to demonstrate the following competencies:

- i. Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.
- ii. Adopt strategies and genre appropriate to the rhetorical situation.
- iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
- iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
- v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
- vi. Use appropriate conventions for integrating, citing, and documenting source material.
- vii. Read, interpret, and communicate key concepts in writing and rhetoric.

b. Oral Communication

Upon completion of a course in this category, students are able to demonstrate the following competencies:

- i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.

- vi. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing
Upon completion of a course in this category, a student is able to demonstrate the following competencies:
 - i. Interpret mathematical concepts.
 - ii. Represent information/data.
 - iii. Use appropriate strategies/procedures when solving mathematical problems.
 - iv. Draw reasonable conclusions based on quantitative information.
- d. Scientific Ways of Knowing
Upon completion of a non-lab course in this category, a student is able to demonstrate competencies i-iv. A student is able to demonstrate all five competencies, i-v, upon completion of a lab course.
 - i. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.
 - ii. Apply scientific reasoning to critically evaluate assertions.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.
 - v. Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.
- e. Humanistic and Artistic Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:
 - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply methodologies, approaches, or traditions specific to the discipline.
 - iii. Differentiate formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic or humanistic works through the creation of art, language, or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing

Upon completion of a course in this category, students are able to demonstrate all five (5) of the following competencies.

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- ii. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirements

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	3
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	5

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
 - ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. In rare instances, a specialized associate degree program might better serve students by distributing general education requirements differently than those listed above. Proposals for such programs ~~shall~~must be submitted to the Board

office for review and approval on a case-by-case basis. Proposals must describe the demonstrable benefits that the alternative general education distribution will have for transfer students, the institutions' plans for additional advising, and any other information that will demonstrate how students will not be harmed by this alternative structure.

- c. This subsection pertains to Associate of Applied Science (AAS) degrees.

The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally-designated courses	3

- d. GEM courses and institutionally-designated courses ~~shall~~must transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions ~~shall~~must meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.
- b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing ~~shall~~must include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number ~~shall~~must be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x####).

The common course list ~~shall~~must be approved by the Board on an annual basis and ~~shall~~must be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Committee prior to Board approval. The request to remove a common-indexed course from an institution's academic

catalog must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.

- c. The General Education Committee ~~shall~~must consist of ~~a~~ Board-appointed representative~~s~~ from each of the institutions (Institutional Representatives); as well as ~~one~~ Subject Representatives from each of the following ~~communities~~stakeholder groups: ~~the Division of Career Technical Education, Technical College Leadership Council (TCLC) as designated by the Division of Career and Technical Education;~~ the Idaho Registrars Council; ~~the Idaho Dual Credit Coordinators; the Open Practitioner, Advocate, and Leader (OPAL) community; the center for teaching and learning (CTL) community; a community of emerging pedagogical importance (e.g., artificial intelligence)~~the digital learning community, the dual credit community, the open education community; ~~and~~ the Executive Director of the Board, or designee, who ~~shall~~must serve as the chair of the committee. Institutional Representatives are generally the directors or deans of general education (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director. Subject Representative terms are for three years, commencing on July 1st. If Subject Representatives are amenable to continuing, they are affirmed by their respective groups prior to their term's end. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee ~~shall~~must meet at least annually to review the competencies and rubrics of the general education framework. The Committee ~~shall~~must make recommendations to the Board regarding the general education framework and the common course list. The Committee ~~shall~~must review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.
- d. The institutions ~~shall~~must identify all general education courses in their curricula and identify them in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

General Education Committee Bylaws

Mission and Purpose

General education courses are a particularly powerful part of a college education. This set of courses provide students with the opportunity to cultivate the habits of mind associated with academic inquiry, to gain experience with disciplinary inquiry and communication, and to navigate a variety of perspectives. Further, general education courses have a direct and positive impact on student retention, persistence, and eventual graduation. Since general education courses are offered at all public postsecondary institutions in Idaho, providing coordinated guidance is especially important.

The General Education Committee is guided by a spirit of open inquiry and a shared interest in collaboration. The General Education Committee advocates for, supports, and coordinates general education among all Idaho public postsecondary institutions. As leaders of general education from each institution, the committee members individually contribute extensive institutional knowledge and disciplinary expertise to the shared commitment to continually improving general education across the state of Idaho.

A. Powers and Duties

The General Education Committee is responsible for collaborating on a statewide vision of general education, making recommendations about general education, reviewing the competencies and other supporting materials for the general education framework, making recommendations to the Board regarding the general education framework and common course list, revising and making recommendations on the general education competencies, and other duties as prescribed by the Board. The General Education Committee reports to the Council on Academic Affairs and Programs.

B. Meetings

1. The Committee holds two full Committee standing meetings annually. The two meetings are in person whenever possible; at least one of the meetings coincides with the annual GEM Summit. Follow-up remote meetings occur as needed. A quorum of the Committee consists of a simple majority of current voting members. A quorum shall be present to conduct any official business.
2. Meeting locations shall be determined by the Committee.

C. Membership

1. Committee membership is established by Idaho Board of Education policy III.N.
2. Committee members must uphold the goals and objectives of the Committee. Decision-making is a collective action and all members have a joint responsibility for decisions and actions.

D. Nominating Process

1. Institutional Representatives are generally the directors or deans of general education on campus (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director.
2. Subject Representatives (registrar, technical college leadership, dual credit, open education, professional development, and artificial intelligence) terms are for three years, commencing on July 1st. If Subject Representatives would like to serve additional terms, they are affirmed by their respective groups prior to their term's end.
3. All official Committee members shall have equal voting privileges.

E. Committee Officers and Duties

1. There are two officers of the Committee: Chair and Vice Chair.
2. The Chair is a designee of the Executive Director of the Board. This role has historically been filled by the Chief or Deputy Chief Academic Officer. The Chair, in consultation with the committee, advocates for general education at the state level, coordinates proposed policy changes, plans the GEM Summit, coordinates the GEM Innovative Educator Awards, and coordinates general education-related activities that arise.
3. The Vice Chair is elected by the voting members of the General Education Committee from among the Institutional Representatives. The Vice Chair is elected at a regular meeting for a three-year term. Whenever possible, the Vice Chair terms alternate between the four-year and two-year institutions. Vacancies are filled by election for the remainder of the unexpired term. The Vice Chair advises the Chair on meeting agendas and provides recommendations on matters related to the General Education Committee's mission and the Chair's general education responsibilities.
4. Committee representatives who serve on working groups and similar bodies are appointed by the Committee Chair.

F. Adoption, Amendment, and Repeal of By-laws

1. Recommendations for amendments or repeals of bylaws may occur at any regular or special meeting of the Committee and approved by a majority vote of the Committee, provided notice has been presented at the preceding meeting of the Committee.

January 2026

SUBJECT

Data Management Council Appointments

BACKGROUND

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance, and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data (managed by the Department of Labor) is referred to as the Idaho Labor Market Information (ILMI).

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

- Two representatives from the Office of the State Board of Education;
- Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution;
- One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above;
- One representative from the State Department of Education;
- Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district;
- One representative from the Division of Career Technical Education;
- One representative from the Department of Labor;
- One at-large member.

Appointments are made for two-year terms and commence on July 1. Incumbent candidates may be reappointed provided they are eligible to serve based on the Council's current membership structure.

PROPOSAL

The proposal before the Board is seven (7) appointments to the Council, including the reappointment of five (5) current members into their previous positions and movement of two (2) members into new positions. Staff will continue working on nominations to address the remaining vacancy for the Public Postsecondary Institution seat.

CONSENT
AUGUST 12-13, 2026

The recommended members for re-appointment to their previous positions are:

- William Goodman, K-12 school district representative
- Nashea Noble, public postsecondary institution representative
- Ayaka Nukui, Idaho Department of Education representative
- Craig Shaul, Department of Labor representative
- Scott Woolstenhulme, K-12 school district representative

The recommended members for appointment to a new position are:

- Chris Campbell, shifting from State Board of Education to an at-large representative
- Todd King, shifting from at-large representative to State Board of Education representative.

Chris Campbell will be transferring from his position at the State Board of Education to one within a school district. The Council is interested in asking Chris to continue to serve and recommended he be moved to an at-large position on the Council while Todd King would shift into the Idaho State Board of Education representative spot previously held by Chris.

The Council unanimously voted to recommend these appointments.

IMPACT

Reappointment of five (5) current members and updating of representation of two (2) members will result in 12 seats on the Data Management Council being filled.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Current DMC Membership

Attachment 2 – Reappointment Requests from Current Members

BOARD ACTION

I move to approve the reappointment of William Goodman to the Data Management Council as a school district representative commencing August 12, 2026, and ending June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Nashea Noble to the Data Management Council as the community college representative commencing August 12, 2026, and ending June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
AUGUST 12-13, 2026

I move to approve the reappointment of Ayaka Nukui to the Data Management Council as the Idaho Department of Education representative commencing August 12, 2026, and ending June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Craig Shaul to the Data Management Council as the Idaho Department of Labor representative commencing August 12, 2026, and ending June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Scott Woolstenhulme to the Data Management Council as a school district representative commencing August 12, 2026, and ending June 30, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Chris Campbell to the Data Management Council as an at-large representative commencing August 12, 2026, and ending June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the transfer of Todd King from an at-large to an Office of the State Board of Education representative commencing August 12, 2026, and ending June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Board Policy Section I.O.

REFERENCE

October 2022

The Board appointed Lindsey Brown to the Data Management Council.

April 2023

The Board reappointed Grace Anderson, Lindsey Brown, Chris Campbell, Todd King, Heather Luchte, Cathleen McHugh, and Scott Thomson to the Data Management Council. The Board appointed Shari Ellertson to the Data Management Council.

CONSENT
AUGUST 12-13, 2026

June 2023	The Board appointed Nashea Noble to the Data Management Council.
October 2023	The Board appointed William Goodman and Scott Woolstenhulme to the Data Management Council.
June 2024	The Board reappointed William Goodman, Nashea Noble, Ayaka Nukui, and Scott Woolstenhulme to the Data Management Council. The Board appointed Wesley McClintick and Salvador Vazquez to the Data Management Council.
June 2025	The Board reappointed Grace Anderson, Lindsey Brown, Chris Campbell, Todd King, Heather Luchte, Cathleen McHugh, and Scott Thomson to the Data Management Council.
December 2025	The Board appointed Kyle Luchte and Craig Shaul to the Data Management Council.

Data Management Council Membership

December 2025

Office of the Idaho State Board of Education

Dr. Cathleen McHugh (DMC Chair)

Chief Research Officer

Idaho State Board of Education

Member since 2018

Term: July 1, 2025 – June 30, 2027

Chris Campbell (DMC Vice-Chair)

Chief Technology Officer

Idaho State Board of Education

Member since 2015

Term: July 1, 2025 – June 30, 2027

Public Postsecondary Institutions

At-Large Institutions**Dr. Grace Anderson**

*Vice President for Institutional Research,
Planning, and Effectiveness*

Lewis-Clark State College

Member since 2019

Term: July 1, 2025 – June 30, 2027

Open

Term Expires: June 30, 2026

Community College**Nashea Noble**

*Institutional Data Analyst,
Planning & Effectiveness*

North Idaho College

Member since 2023

Term: July 1, 2024 – June 30, 2026

Public Postsecondary Institution Registrar**Dr. Lindsey Brown**

University Registrar

University of Idaho

Member since 2022

Term: July 1, 2025 – June 30, 2027

Idaho Department of Education

Ayaka Nukui

Director of Assessment and Accountability

Idaho Department of Education

Member since 2022

Term: July 1, 2024 – June 30, 2026

K-12 School Districts

At-Large School District

Scott Woolstenhulme

Superintendent of Schools

Bonneville Joint School District 93

Member since 2023

Term: July 1, 2024 – June 30, 2026

Rural District

Scott Thomson

Executive Director

North Idaho STEM Charter Academy

Member since 2019

Term: July 1, 2025 – June 30, 2027

Urban District

William Goodman

Chief Technology Officer

Boise School District

Member during 2015 and since 2023

Term: July 1, 2024 – June 30, 2026

Division of Career Technical Education

Kyle Luchte

Principal Research Analyst

Idaho Division of Career Technical Education

Member since 2025

Term: December 18, 2025 to June 30, 2027

Department of Labor

Craig Shaul

Labor Market Research Manager

Idaho Department of Labor

Member since 2025

Term: December 18, 2025 to June 30, 2026

At-Large Representative

Todd King

Education Data Systems Reporting Manager

Idaho State Board of Education

Member since 2013

Term: July 1, 2025 – June 30, 2027

Doug Armstrong

From: Will Goodman <will.goodman@boiseschools.org>
Sent: Thursday, June 18, 2026 12:55 PM
To: Doug Armstrong; Cathleen McHugh
Subject: DMC Appointment

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Hi Cathleen and Doug,

I would like to express my interest in being reappointed to the Data Management Council.

Will Goodman
Chief Technology Officer
Boise School District
8169 West Victory Road
Boise, Idaho 83709
(208) 854-4096



Educating today
FOR A BETTER TOMORROW

From: [Nashea Noble](#)
To: [Cathleen McHugh](#); [Doug Armstrong](#)
Subject: DMC Reappointment
Date: Monday, June 22, 2026 9:45:49 AM
Attachments: [image001.png](#)

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Good morning!

I am writing to express my interest in serving another term on the Data Management Council.

As my current term approaches its conclusion, I am excited about the opportunity to remain on the DMC and continue the efforts to the meaningful work we take on together.

Thank you for considering my request.

Nashea Noble

Nashea Noble
Senior Data Analyst
208-769-7812
nanoble@nic.edu
www.nic.edu



1000 W. Garden Ave. | Coeur d'Alene, ID | 83814

From: [Ayaka Nukui](#)
To: [Doug Armstrong](#)
Subject: RE: Thank you - DMC
Date: Wednesday, July 1, 2026 12:22:34 PM
Attachments: [image001.png](#)

Sounds good, thank you, Doug.

Thanks!

Ayaka



Ayaka Nukui
Director of Assessment and Accountability

From: Doug Armstrong <darmstrong@edu.idaho.gov>
Sent: Monday, June 29, 2026 1:36 PM
To: Ayaka Nukui <anukui@sde.idaho.gov>
Subject: Thank you - DMC

Ayaka:

I can use this as your willingness to continue on the DMC for the short term. We will add you to the Board materials for August. You will be reappointed to the DMC until June 30, 2028.

If you discuss with your supervisor and decide someone else should represent the Department, let us know. We can replace you at the October or some later Board meeting.

Thank you.

Doug Armstrong

OSBE PMAP Business Analyst | Education Data & Information Technology
208-332-1589 (desk)

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From: Ayaka Nukui <anukui@sde.idaho.gov>
Sent: Monday, June 29, 2026 11:01 AM
To: Doug Armstrong <darmstrong@edu.idaho.gov>
Subject: RE: REMINDER: DMC - 2 time sensitive items.

Thank you for following up with me – I was going to discuss the reappointment with my supervisor,

but I am not sure if I can meet with her before then. I vote to approve all the reappointments.

Do I need to send you something separately for my own reappointment?

Thanks!

Ayaka



Ayaka Nukui
Director of Assessment and Accountability

Doug Armstrong

From: Craig Shaul <Craig.Shaul@labor.idaho.gov>
Sent: Thursday, June 18, 2026 12:59 PM
To: Doug Armstrong
Subject: DMC Appointments

Hi Doug,

I would like to express my interest in being reappointed to the Data Management Council.

Thank you,
Craig

Craig Shaul | Labor Market Research Manager
Research and Communications
Idaho Department of Labor
317 West Main Street | Boise, ID 83735

Phone: 208-696-2150

Fax: 208-334-6455
Craig.Shaul@labor.idaho.gov



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Doug Armstrong

From: Scott Woolstenhulme <WoolsteS@d93.k12.id.us>
Sent: Thursday, June 18, 2026 2:54 PM
To: Doug Armstrong; Cathleen McHugh
Subject: Re: [External Email] DMC Appointments

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I am willing to continue to serve on the Data Management Council for another term.

Thank you.

Dr. Scott G Woolstenhulme
Superintendent of Schools
Bonneville Joint School District 93



From: [Chris Campbell](#)
To: [Cathleen McHugh](#)
Cc: [Doug Armstrong](#)
Subject: RE: DMC appointments
Date: Thursday, June 25, 2026 4:57:44 PM

Dr. McHugh,

It is anticipated that I will be transferring to a new position during the next month. I would be eager to continue serving on the Data Management Council and supporting the Board's efforts in this area.

I would respectfully request that my current position as an Office of the State Board of Education representative and Todd King's current position as the at-large representative be swapped so that we may both continue serving.

Respectfully,
Christopher Campbell

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From: [Todd King](#)
To: [Doug Armstrong](#); [Cathleen McHugh](#); [Chris Campbell](#); [Grace Anderson \(GLAnderson@lcsc.edu\)](#); [Nashea Noble \(NIC\)](#); [Lindsey Brown - UI](#); [Scott Woolstenhulme](#); [Scott Robert Thomson](#); [William Albert Goodman](#); [Ayaka Nukui](#); [Craig Shaul](#); [CTE - Kyle Luchte](#)
Cc: [Andy Mehl](#); [Jonathan Steele](#)
Subject: RE: DMC Vote - Response needed by June 30
Date: Tuesday, July 14, 2026 1:31:53 PM
Attachments: [image001.png](#)

Doug,

Please consider this as my official approval to act and serve as an *OSBE Representative* on the Data Management Council for the 2026–2027 term.

Thank you.

Todd M. King

Education Data Systems Reporting Manager
(208) 332-6937

From: Todd King
Sent: Friday, June 26, 2026 2:10 PM
To: Doug Armstrong <darmstrong@edu.idaho.gov>; Cathleen McHugh <cmchugh@edu.idaho.gov>; Chris Campbell <ccampbell@edu.idaho.gov>; Grace Anderson (GLAnderson@lcsc.edu) <GLAnderson@lcsc.edu>; Nashea Noble (NIC) <NANoble@nic.edu>; Lindsey Brown - UI <LindseyBrown@uidaho.edu>; Scott Woolstenhulme <woolstes@d93.k12.id.us>; Scott Robert Thomson <sthomson@northidahostem.org>; William Albert Goodman <will.goodman@boiseschools.org>; Ayaka Nukui <anukui@sde.idaho.gov>; Craig Shaul <craig.shaul@labor.idaho.gov>; CTE - Kyle Luchte <kyle.luchte@cte.idaho.gov>
Cc: Andy Mehl <amehl@edu.idaho.gov>; Jonathan Steele <jsteele@edu.idaho.gov>
Subject: RE: DMC Vote - Response needed by June 30

Todd King votes:

Aye - In favor of Recommending reappointment of William Goodman for a two-year term.

Aye - In favor of Recommending reappointment of Nashea Noble for a two-year term.

Aye - In favor of Recommending reappointment of Ayaka Nukui for a two-year term.

Aye - In favor of Recommending reappointment of Craig Shaul for a two-year term.

Aye - In favor of Recommending reappointment of Scott Woolstenhulme for a two-year term.

Aye - In favor of Recommending changing Chris Campbell to an At-Large Representative.

Aye - In favor of Recommending changing Todd King to an OSBE Representative.

Thank you.

Todd M. King

Education Data Systems Reporting Manager
(208) 332-6937

From: Doug Armstrong <darmstrong@edu.idaho.gov>

Sent: Friday, June 26, 2026 10:01 AM

To: Cathleen McHugh <cmchugh@edu.idaho.gov>; Chris Campbell <ccampbell@edu.idaho.gov>;
Todd King <tking@edu.idaho.gov>; Grace Anderson (GLAnderson@lcsc.edu)

<GLAnderson@lcsc.edu>; Nashea Noble (NIC) <NANoble@nic.edu>; Lindsey Brown - UI
<LindseyBrown@uidaho.edu>; Scott Woolstenhulme <woolstes@d93.k12.id.us>; Scott Robert
Thomson <sthomson@northidahostem.org>; William Albert Goodman

<will.goodman@boiseschools.org>; Ayaka Nukui <anukui@sde.idaho.gov>; Craig Shaul
<craig.shaul@labor.idaho.gov>; CTE - Kyle Luchte <kyle.luchte@cte.idaho.gov>

Cc: Andy Mehl <amehl@edu.idaho.gov>; Jonathan Steele <jsteele@edu.idaho.gov>

Subject: DMC Vote - Response needed by June 30

DMC Members:

Due to changes in how often the DMC meets, we need to complete a vote by mail regarding DMC membership.

There are five members that their terms are ending and need to be reappointed. Four of these (Nashea Noble, Scott Woolstenhulme, Craig Shaul, and William Goodman) have said they are willing to serve another 2-year term. Ayaka Nukui is out of the office until next week. We can still vote to recommend her reappointment with the understanding that if she will not serve, her name will be withdrawn before it is sent to the Board for approval.

It is anticipated that Chris Campbell will be leaving OSBE. He is willing to remain on the DMC. In order to do this, we could switch the areas Todd King and he represent for the last

year of their term. Todd is willing to switch positions.

Please, reply by email by June 30. You may vote for each line below. You may also just say you approve or reject all.

1. Recommending reappointment of William Goodman for a two-year term.
2. Recommending reappointment of Nashea Noble for a two-year term.
3. Recommending reappointment of Ayaka Nukui for a two-year term.
4. Recommending reappointment of Craig Shaul for a two-year term.
5. Recommending reappointment of Scott Woolstenhulme for a two-year term.
6. Recommending changing Chris Campbell to an At-Large Representative.
7. Recommending changing Todd King to an OSBE Representative.

You may vote for yourself.

We will also move the scheduled DMC meeting in July to August. Thank you.

Doug Armstrong

PMAP Business Analyst | Education Data & Information Technology

208-332-1589 (desk)



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SUBJECT

College of Idaho Educator Preparation Program Review

BACKGROUND

The Office of the State Board of Education is tasked with reviewing all State Board-approved teacher preparation programs, and has delegated this authority to the Idaho State Department of Education (Department).

In 2025, a new review process was developed in collaboration with Idaho's educator preparation programs (EPPs) and other stakeholders. The review schedule was established and presented to the Board as an informational item in June 2025. Per that schedule, the College of Idaho was due for review in Spring 2026.

The Department facilitated the College of Idaho review, which was completed by a State Review Team comprised of educator preparation and content area experts. The State Review Team was tasked with reviewing evidence submitted by the EPP to demonstrate alignment with the state's established standards and expectations for educator preparation programs that recommend candidates for certification in Idaho. In alignment with state law, the rubric used for the review and the State Report is based on the State Board of Education-approved Idaho Standards for the Initial Certification of Professional School Personnel.

PROPOSAL

The Review Team determined that the College of Idaho provided appropriate evidence that all applicable standards are being met across all certifications their program offers, as outlined in the Educator Preparation Provider State Review Evaluation Report, College of Idaho provided as Attachment 1.

The Review Team recommendation for the College of Idaho Educator Preparation Program is Full Approval with no stipulations. The report provides an outline for all aspects of the review and justification of their recommendation.

IMPACT

Acceptance of the State Review Team's recommendation and adoption of this report will enable the College of Idaho to continue to offer all approved programs to candidates seeking certification. The full approval with no stipulations will result in the College of Idaho program having its next full review on the standard seven-year cycle with no interim reviews required.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The review was completed using the State Board-approved review process and standards for educator preparation providers. The process is thorough and relies on an unbiased evaluation of the evidence.

Board staff recommends approval.

CONSENT
AUGUST 12-13, 2026

ATTACHMENTS

Attachment 1 – 2026 College of Idaho EPP State Evaluation Report

BOARD ACTION

I move to accept the recommendation of the State Review Team, granting the College of Idaho full approval with no stipulations and adopting the Educator Preparation Provider State Review Evaluation Report for the College of Idaho as provided in Attachment 1.

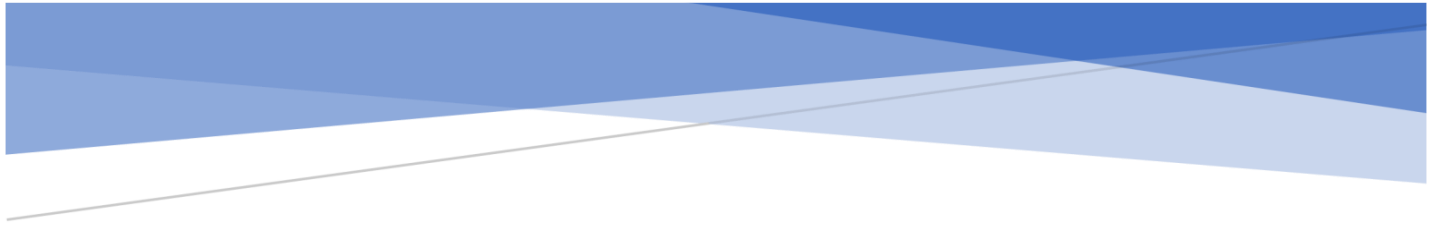
Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-114, § 33-1207A, § 33-1254, § 33-1258
IDAPA 08.02.02, Rules Governing Uniformity

REFERENCE

August 2011	Board accepted the State Team Program Approval Report and approved multiple educator preparation programs at the College of Idaho.
February 2019	Board accepted the State Review Team Report and CAEP State Team Report and granted conditional approval of the College of Idaho educator preparation programs.
April 2021	Board received an informational report regarding review requirements for approved nonpublic educator preparation programs.
June 2025	Board received an Informational report outlining the updated Educator Preparation Program Review schedule.



**Idaho State
Board of Education**

**Educator Preparation Provider State Review Evaluation Report
College of Idaho
June 2026**

EPP STATE REVIEW EVALUATION REPORT

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EPP STATE REVIEW EVALUATION REPORT

REPORT PURPOSE AND LAYOUT

This report serves a variety of stakeholders including the provider, the programs, current and prospective candidates, as well as the larger education community. The purpose of the report is to make public the results of the educator preparation provider's state review, including the certificate/endorsement program scores, and review team recommendation. The expectation is that providers will use the information contained in this evaluation report to support their continuous improvement efforts and alignment to the expectations of the Idaho Standards for Educator Preparation Providers (Provider Standards). The evaluation report contains three sections: Review team recommendation, summary of overall scores for the Provider Standards, and rubric results each of the Provider Standards.

Review Team

The facilitator of this state review was Alison Henken, Policy Director of the Office of the Idaho State Board of Education. The review team listed below conducted this state review. The review team members were:

1. Dr. Amanda Eller, Idaho State University
2. Suzanne Beasterfield, Idaho State University
3. Tyler Winiecke, Brigham Young University - Idaho
4. Melissa Green, Brigham Young University - Idaho
5. Dr. Corey Bartle, Idaho State University
6. Dr. Sherry Dismuke, Boise State University
7. Katie Mathias, Boise State University
8. Lead Reviewer: Dr. Royal Toy, Lewis-Clark State College

9. State Observer: Helen Henderson, PSC Coordinator, Idaho State Department of Education

REVIEW TEAM RECOMMENDATION

The final recommendation is based on the review team's final determination based on the summary of the overall scores for the Idaho Standards for Educator Preparation Providers (Provider Standards).

Review Team Recommendation

Ratings	Recommendation	Stipulations	Provider Review Term
Full Approval	☒	No Stipulations	Seven (7) Years
Approval with Stipulations	☐	Stipulations	Three (3) Years Mid-cycle review
Non-Approval	☐	Non-Renewal	Non-Renewal

SUMMARY OF OVERALL SCORES FOR THE IDAHO STANDARDS FOR EDUCATOR PREPARATION PROVIDERS

The review team determines an overall score for each of the Idaho Standards for Educator Preparation Providers (Provider Standards). A summary of the review team's overall score findings are listed below.

Overall Scores

- The overall scoring that is used is "met" or "not met."

Standard	Met	Not Met	Not Applicable per Section 33-1207A, Idaho Code
Standard 1	☒	☐	-
Standard 2	☐	☐	☒
Standard 3	☒	☐	-
Standard 4	☐	☐	☒

EPP STATE REVIEW EVALUATION REPORT

RUBRIC RESULTS BY PROVIDER STANDARD

Standard 1: Content, Pedagogical, and Professional Knowledge

- The applicable rubric for Standard 1: Content, Pedagogical and Professional Knowledge is used to review each program. The scoring that is used is “met” or “not met.”

Program	Standard 1.1	Standard 1.2	Standard 1.3
All Subjects (K-8)	Met ☒ Not Met ☐	Met ☒ Not Met ☐	Met ☒ Not Met ☐
American Government/Political Sci. (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Bilingual Education (K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Biological Science (5-9 or 6-12)	Met ☒ Not Met ☐	Met ☒ Not Met ☐	Met ☒ Not Met ☐
Chemistry (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Communication (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Computer Science (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Early Literacy (K-3)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Earth and Space Science (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Economics (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Engineering (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
English (5-9 or 6-12)	Met ☒ Not Met ☐	Met ☒ Not Met ☐	Met ☒ Not Met ☐
English as a Second Language (ESL) (K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Geography (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Geology (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Health (5-9, 6-12 or K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
History (5-9 or 6-12)	Met ☒ Not Met ☐	Met ☒ Not Met ☐	Met ☒ Not Met ☐
Humanities (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Journalism (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Literacy (K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Mathematics (6-12)	Met ☒ Not Met ☐	Met ☒ Not Met ☐	Met ☒ Not Met ☐

EPP STATE REVIEW EVALUATION REPORT

Mathematics – Middle Level (5-9)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Music (5-9, 6-12 or K-12)	Met ☒ Not Met ☐	Met ☒ Not Met ☐	Met ☒ Not Met ☐
Natural Science (6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Online-Teacher (K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Physical Education (PE) (5-9, 6-12, or K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Physical Science (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Physics (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Psychology (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Science – Middle Level (5-9)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Social Studies (6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Social Studies – Middle Level (5-9)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Sociology (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Sociology/ Anthropology (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Theater Arts (5-9 or 6-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Visual Arts (5-9, 6-12 or K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
World Language (5-9, 6-12 or K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Chinese	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
French	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
German	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Japanese	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Latin	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Russian	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Spanish	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable

EPP STATE REVIEW EVALUATION REPORT

Blended Early Childhood Education/ Early Childhood Special Education (Birth – Grade 3)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Blended Elementary Education/ Elementary Special Education (Grade 4-Grade 6)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Deaf/Hard of Hearing (Pre-K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Early Childhood Special Education (Pre-K-3)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Exceptional Child Education (K-8, 6-12, or K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Gifted and Talented (K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Blind and Low Vision (Pre-K-12)	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Teacher Leader Instructional Specialist	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Teacher Leader Instructional Technology	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Teacher Leader Literacy	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Teacher Leader Mathematics	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable
Teacher Leader Special Education	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable	Met ☐ Not Met ☐ Not applicable

Standard 1 Overall Score

- The review team makes an overall score recommendation based on the scoring of all programs within the review of Standard 1: Content, Pedagogical and Professional Knowledge. The overall scoring that is used is “met” or “not met.” Areas for improvement and stipulations with the appropriate rationale are listed below as applicable.

Standard	Met	Not Met
Standard 1	☒	☐

AFIs with Rationale:

- AFI 1 The EPP needs to provide specific evidence of planning and adjusting curriculum to measure candidate knowledge of State Specific Standard 11, American Indian Tribes in Idaho.
 - Evidence provided to meet this standard was insufficient for the review team to decide that this new State Specific Standard was fully met. The review team lauds the work the EPP is doing to adjust and implement this new standard into their programming and needs to see purposeful implementation of this standard in their next review.
- AFI 2 The EPP needs to provide specific evidence of planning and adjusting curriculum to measure candidate knowledge of State Specific Standard 13, Technology, particularly evidence of candidates learning how to use technology in assessment nor prepare to teach in blended or online learning environments.
 - The review team was provided examples that included evidence of a candidate knowing how to use technology to plan lessons and create content; however, there was no evidence of candidates learning how to use technology in assessment, nor preparing them to teach in blended or online

EPP STATE REVIEW EVALUATION REPORT

learning environments. Purposeful implantation of all components of the standard need to be included for the next review.

Stipulations with Rationale:

No stipulations.

Standard 2: Clinical Experience

- The provider is reviewed based on the provider type listed below. The rubric for Standard 2: Clinical Experience is used to review the provider as applicable. The scoring that is used is “met” or “not met.”

Provider Type	Rationale
Accredited Providers (Public, Non-Public) ☐	The provider is accredited through CAEP or AAQEP. Standard 2: Clinical Practice is reviewed within the CAEP or AAQEP accreditation review.
Non-Accredited Public-Providers ☐	A desk review of Standard 2: Clinical Experience is required by the state.
Non-Accredited Non-Public Providers ☒	Non-public educator preparation providers will not be evaluated by the state on Standard 2: Clinical Practice per Section 33-1207A, Idaho Code.

Standard 2 Overall Score

- The review team makes an overall score recommendation based on the review of Standard 2: Clinical Experience. The overall scoring that is used is “met” or “not met.” Areas for improvement and stipulations with the appropriate rationale are listed below as applicable.

Standard	Met	Not Met	Not Applicable per Section 33-1207A, Idaho Code
Standard 2	☐	☐	☒

Stipulations with Rationale:

No stipulations.

Standard 3: Candidate Assessment and Support

- The provider is reviewed based on the provider type listed below. The rubric for Standard 3: Candidate Assessment and Support is used to review the provider as applicable. The scoring that is used is “met” or “not met.”

Provider Type	Rationale
Accredited Providers (Public, Non-Public) ☐	The provider is accredited through CAEP or AAQEP. Standard 3: Candidate Assessment and Support is reviewed within the CAEP or AAQEP accreditation review.
Non-Accredited Public Providers ☐	A desk review of Standard 3: Candidate Assessment and Support is required by the state.
Non-Accredited Non-Public Providers ☒	Non-public educator preparation providers shall meet the following requirements for Standard 3: Candidate Assessment and Support per Idaho Code 33-1207A. - Nonpublic teacher preparation programs require that their graduates satisfy the following: - Hold a bachelor’s degree from an accredited four-year institution. - Submit to a criminal history check.

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EPP STATE REVIEW EVALUATION REPORT

	○ Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in substantive alignment with the knowledge or equivalent standards set forth in the initial standards for teacher certification. ○ Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification
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Standard 3 Overall Score

- The review team makes an overall score recommendation based on the review of Standard 3: Candidate Assessment and Support. The overall scoring that is used is “met” or “not met.” Areas for improvement and stipulations with the appropriate rationale are listed below as applicable.

Standard	Met	Not Met
Standard 3	☒	☐

Stipulations with Rationale:

No stipulations.

Standard 4: Continuous Program Improvement

- The provider is reviewed based on the provider type listed below. The rubric for Standard 4: Continuous Program Improvement is used to review the provider as applicable. The scoring that is used is “met” or “not met.”

Provider Type	Rationale
Accredited Providers (Public, Non-Public) ☐	The provider is accredited through CAEP or AAQEP. Standard 4: Continuous Program Improvement is reviewed within CAEP or AAQEP accreditation review.
Non-Accredited Public Providers ☐	A desk review of Standard 4: Continuous Program Improvement is required by the state.
Non-Accredited Non-Public Providers ☒	Non-public educator preparation providers will not be evaluated by the state on Standard 4: Continuous Program Improvement per Section 33-1207A, Idaho Code.

Standard 4 Overall Score

- The review team makes an overall score recommendation based on the review of Standard 4: Continuous Program Improvement. The overall scoring that is used is “met” or “not met.” Areas for improvement and stipulations with the appropriate rationale are listed below as applicable.

Standard	Met	Not Met	Not Applicable per Section 33-1207A, Idaho Code
Standard 4	☐	☐	☒

Stipulations with Rationale:

No stipulations.

End of EPP State Review Evaluation Report

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EPP STATE REVIEW EVALUATION REPORT

APPENDIX A IDAHO STANDARDS FOR EDUCATOR PREPARATION PROVIDERS

STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE

Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.

Standard 1.1 Content Knowledge and Pedagogy:

Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.

Standard 1.2 Professional Knowledge:

Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.

Standard 1.3 Idaho Educational Expectations:

Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.

STANDARD TWO: CLINICAL EXPERIENCE

Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.

Standard 2.1 Clinical Practice:

Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.

Standard 2.2 Clinical Partnerships:

Educator Preparation Providers develop and implement quality clinical experiences in the context of documented and effective partnerships with Local Education Agencies.

STANDARD THREE: CANDIDATE ASSESSMENT AND SUPPORT

Educator Preparation Providers demonstrate the development of candidate quality throughout the preparation program.

Standard 3.1 Admission Standards for Academic Achievement and Ability:

Educator Preparation Providers define admissions requirements, collect, and evaluate applicant data, and admit eligible candidates.

Standard 3.2 Monitor and Support Progress:

Educator Preparation Providers establish criteria to assess and monitor candidate progression throughout the preparation program to support candidate growth and competency at completion.

Standard 3.3 Recommendation for Certification:

Educator Preparation Providers demonstrate candidates meet the Idaho Assurances listed on the Institutional Recommendation.

STANDARD FOUR: CONTINUOUS PROGRAM IMPROVEMENT

Educator Preparation Providers maintain a system that consists of valid and trustworthy data from multiple measures that support continuous improvement. The system is sustainable over time and includes input from internal and external stakeholders.

Standard 4.1 Complete Data:

Educator Preparation Providers analyze data provided via Annual Performance Measures for Continuous Improvement.

Standard 4.2 Internal and External Stakeholder Engagement:

Educator Preparation Providers involve appropriate internal and external stakeholders (e.g. alumni, employers, practitioners, school/community partners, etc.) in program design, evaluation, and improvement.

Standard 4.3 Continuous Improvement:

Educator Preparation Providers document use of data-driven decision-making processes to guide program modification and continuous improvement.

**Note: Career technical degree-based programs must also meet all applicable Division of Career Technical Education Standards.*

EPP STATE REVIEW EVALUATION REPORT

APPENDIX B LIST OF IDAHO ENDORSEMENTS

STANDARD INSTRUCTIONAL CERTIFICATE		
• All Subjects (K-8) • American Government/Political Science (5-9 or 6-12) • Bilingual Education (K-12) • Biological Science (5-9 or 6-12) • Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3) • Blended Elementary Education/Elementary • Special Education (Grade 4-Grade 6) • Blind and Low Vision (Pre-K-12) • Chemistry (5-9 or 6-12) • Communication (5-9 or 6-12) • Computer Science (5-9 or 6-12) • Deaf/Hard of Hearing (Pre-K-12) • Early Childhood Special Education (Pre-K-3) • Early Literacy (K-3) • Earth and Space Science (5-9 or 6-12) • Economics (5-9 or 6-12) • Engineering (5-9 or 6-12) • English (5-9 or 6-12) • English as a Second Language (ESL) (K-12) • Exceptional Child Education (K-8, 6-12, or K-12) • Geography (5-9 or 6-12) • Geology (5-9 or 6-12) • Gifted and Talented (K-12) • Health (5-9, 6-12 or K-12)	• History (5-9 or 6-12) • Humanities (5-9 or 6-12) • Journalism (5-9 or 6-12) • Literacy (K-12) • Mathematics (6-12) • Mathematics – Middle Level (5-9) • Music (5-9, 6-12 or K-12) • Natural Science (6-12) • Online-Teacher (K-12) • Physical Education (PE) (5-9, 6-12, or K-12) • Physical Science (5-9 or 6-12) • Physics (5-9 or 6-12) • Psychology (5-9 or 6-12) • Science – Middle Level (5-9) • Social Studies (6-12) • Social Studies – Middle Level (5-9) • Sociology (5-9 or 6-12) • Sociology/ Anthropology (5-9 or 6-12)	• Teacher Leader – Instructional Specialist • Teacher Leader-Instructional Technology • Teacher Leader – Literacy • Teacher Leader – Mathematics • Teacher Leader – Special Education • Teacher Librarian (K-12) • Theater Arts (5-9 or 6-12) • Visual Arts (5-9, 6-12 or K-12) • World Language (5-9, 6-12 or K-12) • Chinese, French, German, Japanese, Latin, Russian, Spanish, etc.
PUPIL SERVICE STAFF CERTIFICATE		
• Audiology • Occupational Therapist • Physical Therapist • School Counselor (K-12) • School Counselor – Basic (K-12) • School Nurse • School Psychologist • School Social Worker • Speech-Language Pathologist		
ADMINISTRATOR CERTIFICATE		
• Director of Special Education (Pre-K-12) • School Principal (Pre-K-12) • Superintendent (Pre-K-12)		

SUBJECT

Boise State University SPED Director Program Application

BACKGROUND

In spring 2026, the Boise State University Educator Preparation Program (EPP) applied for a new Special Education (SPED) Director certificate and endorsement program. In alignment with Board Policy IV.D., a review team including educator preparation and content area experts was recruited to provide a recommendation to the Board.

The new certificate and endorsement program application review was conducted asynchronously. Reviewers considered application evidence in its entirety before making any determinations on alignment between the EPP's submission and the expectations outlined in state law and Board Policy. Reviewers were further guided to focus on whether the application and supporting materials provided adequate evidence that each required competency would be addressed by the program rather than subjective determinations of the quality of specific pieces of evidence.

PROPOSAL

The review process revealed that all program components were found to be aligned with the required competencies. The review team recommends approval of the Boise State University Special Education Director certificate and endorsement program.

The reviewers' ratings and comments were captured by the review facilitator and used to create the BSU SPED Director Program Application Review Report, Attachment 1.

IMPACT

Approval of Boise State University's application for a new Special Education Director certificate and endorsement program would allow the institution's educator preparation program to offer a Special Education Director certificate and endorsement program and to begin accepting candidates. Newly-approved programs are added to the Educator Preparation Provider's State Review, which occurs on a seven-year cycle.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The process used to make recommendations regarding new certificate and endorsement programs offered by Idaho's approved educator preparation programs is thorough and was carried out according to Board Policy.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – BSU SPED Director Program Application Review Report

CONSENT
AUGUST 12-13, 2026

BOARD ACTION

I move to approve Boise State University's Special Education Director certificate and endorsement program application.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-114

IDAPA 08.02.02, Rules Governing Uniformity

Board Policy IV.D. Educator Preparation, Certification, and Standards

REFERENCE

August 2023

Board approved the Idaho Standards for Educator Preparation Providers.

June 2024

Board approved amendments to Board Policy IV.D. regarding educator preparation, certification, and the educator preparation program standards.

**Boise State SPED Certificate and Endorsement Program Approval
Report to the Office of the State Board of Education**

Recommendation: APPROVED

Upon thorough review in accordance with the policies set forth by the Office of the State Board of Education, Boise State University's Director of SPED Certificate and Endorsement Program is recommended for approval.

Overview:

The following constitutes **formal approval** of Boise State University's Director of SPED Certificate and Endorsement Program. The completed *New Program Application* was received in January of 2026 and a team was assembled to review the new program application materials in accordance with Board Policy. The application is included here as *Attachment A*. Minimum requirements for reviewers include one member of the Professional Standards Commission and members from at least two of the following groups:

Approved Idaho Educator Preparation Program Staff
Idaho Experts from the Field and experience with the Educator Preparation Program Review
Idaho Division of Career Technical Education Staff
Idaho Local Practicing K-12 Educators
Idaho Local Practicing K-12 Administrators
Idaho State Department of Education staff – Certification Department

For a list of reviewers and their qualifications, please see *Attachment B*. The review was completed asynchronously over a period of three weeks, though the team met at least weekly to review materials, discuss findings, and ultimately came to consensus on the approval of the program.

Instructions to reviewers and initial findings:

Reviewers were instructed to review the application evidence in its entirety before making any determinations on alignment between required IDAPA competencies and the EPP's submission. Reviewers were additionally instructed that the goal of the initial approval process was to objectively identify if the program application and supporting materials provided adequate evidence that each competency was being addressed by the program, and not to offer subjective determinations on the quality of the evidence.

The reviewers' ratings and comments were captured utilizing a Google Form (the original program approval form created through a shared Microsoft Word program was not functional). A copy of the form used to collect reviewer responses, and all reviewer comments, are included in *Attachment C*.

Upon initial review, three program components were found not to be in full alignment with the required competencies. The first gap in alignment was due to a simple matter of wording on the form, not actually a deficit in the proposed program. As described in the narrative section following the chart, there were two substantive competencies found to be deficient in the original program proposal but these were resolved once the EPP provided additional documentation and supporting materials.

Boise State University SpEd Director Certification and Endorsement Program
Application Review Results

Component- IDAPA Competency	Alignment	Gap Identified	Final Determination
Master's Degree from an accredited college/university	Initially Not Aligned	Initially it was unclear to reviewers whether this was an endorsement only program, or if an admin certificate with the endorsement was being offered.	Aligned
4 Years of full-time certified/licensed experience working with students	Complete		Aligned
State Board approved program of graduate study of school administration	Complete		Aligned
Demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation	Complete		Aligned
Demonstration of competencies in the Idaho Standards for Directors of Special Education and the Idaho Standards for School Principals	Complete		Aligned
Coursework includes knowledge and competence in understanding the Individuals with Disabilities Education Act	Complete		Aligned
Utilizing the Idaho Special Education Manual	Complete		Aligned
Special Education funding and fiscal accountability	Initially Not Aligned	Initially reviewers determined there was a lack of specific focus on special education and fiscal accountability which differ significantly from general administrative budgeting. The EPP provided supplemental materials in response and concern was resolved.	Aligned
Results driven leadership and accountability in special education	Complete		Aligned
Instructional, behavioral, and management strategies for supporting students in the least restrictive environment	Complete		Aligned
Administrative Internship in the area of administration of special education	Initially Not Aligned	Initially reviewers did not see performance expectations that were directly tied to special education leadership, including compliance, program oversight, and specialized fiscal management. The EPP provided supplemental materials in response and concern was resolved.	Aligned

Components *Initially Not Aligned*, EPP response, and resolution:

Master's degree from an accredited college/university:

A description of program prerequisites was not included in the EPP's application materials, and the wording on the reviewer's form seemed to indicate that a master's degree was required prior to enrolling in the proposed program. Until clarification was received from the EPP, it was unclear to reviewers whether this was an *endorsement only* program to be added to an administrator's certificate, or if the administrator's certificate (and master's degree) was being offered in conjunction with the endorsement. Ultimately this perceived lack of alignment had more to do with

the way the Application Review form was worded than with the program materials originally submitted by the EPP.

Special Education funding and fiscal accountability:

Initially reviewers found minimal evidence that this component was in alignment with the endorsement requirement. Although the job of the reviewers is to ensure minimal competency, the current Special Education professionals reviewing the program felt it would be a disservice to both the EPP and future students to remain silent on this component.

Reviewers determined there was a lack of specific focus on special education and fiscal accountability - which differ significantly from general administrative budgeting. The EPP was contacted and quickly shared additional materials and instructional outcomes related to this competency. After examining the materials, reviewers were satisfied and the component was judged to be in alignment.

Administrative Internship in the area of administration of special education:

Similar to the funding and fiscal accountability competency, reviewers found the Administrative Internship piece present in the documents, but without adequate detail or specific outcomes that would ensure a *specialized internship* in the area of Special Education administration, specifically in the areas of special education compliance requirement and specialized fiscal management and accountability. However, upon receiving supplemental materials from the EPP, all reviewers were satisfied that the program addressed the basic competencies necessary for approval.

New Program Application E - Administration Program

Name of Educator Preparation Provider	Boise State University	Date of Submission	January 28, 2026
New Program Name (as applicable)	Graduate Certificate in Director of Special Education	Certification/Endorsement	Director of Special Education
STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Standards for Directors of Special Education Standard 1: Mission, Vision, and Beliefs	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the Curriculum Map.</i> EDLEAD 578- Leading System Change Syllabus Theory of Action Rubric	Standard 1 is met through courses EDLEAD 578 (6 credits) and EDLEAD 676 (6 credits). EDLEAD 578- The Theory of Action assignment meets Idaho Standard 1 through the synthesized responses to all seven guiding questions into one comprehensive and final paper or presentation.	
	EDLEAD 676 Foundations of Leading Complex Syllabus Strategic Plan Analysis	EDLEAD 676- The Strategic Plan Analysis assignment meets Idaho Standard 1 through the analysis of three district strategic plans and insights gained from superintendent leadership practices, this evidence demonstrates competency in developing, implementing, and sustaining a shared mission, vision, and beliefs that support students with disabilities.	
	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the Curriculum Map.</i> EDSPED 559 Coaching and Leadership in Special Education Syllabus	Standard 1 is met through the EDSPED 559 course (3 credits). EDSPED 559- The Philosophy of Leadership and Coaching in Special Education assignment meets Idaho Standard 1 through the culminating project for this course by requiring candidates to articulate their personal philosophy of leadership and coaching in special education.	

Idaho Standards for Directors of Special Education Standard 2: Ethics and Professional Norms	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 578- Leading System Change Syllabus</u> <u>Who to Hire PBL Activity</u> <u>EDCIF558 Supervised Clinical Experience Syllabus</u> <u>EDSPED 559 Coaching and Leadership in Special Education Syllabus</u>	Standard 2 is met through courses EDLEAD 578 (6 credits) and EDCIFS 558 (3 credits) and EDSPED 559 (3 credits). EDLEAD 578- The Who to Hire PBL assignment meets Idaho Standard 2 as candidates demonstrate the ability to act ethically and professionally in personnel decisions that impact students with disabilities and educational systems. The scenario-based nature of the assignment ensures candidates practice fairness, integrity, and compliance. EDCIFS 558- The internship experience ensures candidates move beyond theoretical knowledge to practical application of ethical leadership. By engaging in supervised, real-world leadership activities, candidates demonstrate readiness to uphold professional norms and make ethical decisions that directly impact students with disabilities and district systems. This aligns directly with Idaho Standard 2's emphasis on ethical practice, legal compliance, and professional responsibility where candidates will submit monthly reflections related to their completed internship hours. EDSPED 559- This course meets Idaho Standard 2 by requiring candidates to identify and reflect on personal beliefs, biases, assumptions, and communication styles and how these inform their understanding of collaboration and leadership through various discussion boards, readings, and assignments to meet Idaho Standard 2. Candidates will evaluate different styles of leadership and how they contribute to evidenced based practices in special education.
Idaho Standards for Directors of Special Education Standard 3: Equity and Cultural Responsiveness	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 578- Leading System Change Syllabus</u> <u>Special Ed Project Based Learning (PBL)</u>	Standard 3 is met through courses EDLEAD 578 (6 credits) and EDLEAD 677 (6 credits) and EDCIFS 558 (3 credits) and EDSPED 540 (3 credits). EDLEAD 578- The Special Ed PBL assignment meets Idaho Standard 3 through demonstrating that candidates can lead with a commitment to equity and cultural responsiveness. The assignment emphasizes inclusive leadership practices, ethical decision-making, and culturally responsive problem-solving that directly impact student outcomes. Candidates show readiness to advocate for students with disabilities and their families by fostering respectful partnerships, ensuring access to high-quality services, and addressing disparities through systemic leadership.

	<u>EDLEAD 677 Leading Continuous System-Wide Improvement of Learning Syllabus</u>	EDLEAD 677- This course meets Idaho Standard 3 by analyzing the administrator's role and developing a personalized, equity-centered theory of action, candidates demonstrate readiness to lead systems that value diversity, inclusion, and cultural responsiveness. This work aligns directly with Idaho Standard 3 by preparing leaders to identify inequities, challenge systemic barriers, and implement practices that ensure all students have access to high-quality educational opportunities.
	<u>EDCIF558 Supervised Clinical Experience Syllabus</u>	EDCIFS 558- This course meets Idaho Standard 3 through active engagement at school sites, candidates demonstrate the knowledge, skills, and dispositions required to ensure equity and cultural responsiveness in special education leadership. These experiences provide meaningful evidence that candidates meet Idaho Standard 3: Equity and Cultural Responsiveness by applying inclusive, culturally responsive practices in authentic educational environments.
	<u>EDSPED 540 Disability/Special Education Law Syllabus</u>	EDSPED 540- This course requires a Comprehensive Final Project meeting the Idaho Standard 3 where candidates demonstrate the knowledge, skills, and dispositions necessary to advance equity and cultural responsiveness in special education leadership. The development of a structured, accessible, and inclusive professional development module provides clear evidence that candidates meet Idaho Standard 3: Equity and Cultural Responsiveness by fostering equitable practices and inclusive learning environments for all students.
Idaho Standards for Directors of Special Education Standard 4: Curriculum, Instruction, and Assessment	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 577- Leading Teaching and Learning Syllabus</u> <u>Curriculum, Instruction, and Assessment Activity</u>	Standard 4 is met through courses EDLEAD 577 (6 credits) and EDLEAD 578 (6 credits) and EDLEAD 676 (6 credits) and EDSPED 517 (3 credits). EDLEAD 577- This curriculum, instruction, and assessment activity aligns directly with Idaho Standard 4's focus on instructional leadership and continuous improvement by requiring candidates to demonstrate readiness to lead curriculum and instructional systems that are inclusive, data-driven, and responsive to student needs. The activity reinforces the expectation that special education leaders support high-quality instruction through collaboration, assessment literacy, and sustained follow-through.

	<u>EDLEAD 578- Leading System Change Syllabus</u> <u>EDLEAD 676 Foundations of Leading Complex Syllabus</u> <u>Strategic Plan Analysis</u> <u>EDSPED 517: Universal Behavior Systems syllabus</u>	EDLEAD 578- The PBL activities embedded within the course directly align with Idaho Standard 4 by demonstrating candidates' readiness to lead instructional systems that promote inclusive, data-driven practices. By engaging in scenario-based problem-solving, candidates show their ability to support continuous improvement in teaching and learning for students with disabilities. This directly aligns with Idaho Standard 4's emphasis on instructional leadership and assessment-informed decision-making. EDLEAD 676- The Strategic Plan Analysis assignment directly aligns with Idaho Standard 4's focus on instructional leadership and continuous improvement, providing candidates with a real-world framework for understanding the interplay of curriculum, instruction, and assessment at the district level. By evaluating how district goals and initiatives translate into instructional practices, candidates demonstrate readiness to lead curriculum and assessment systems that are inclusive, data-informed, and aligned with student needs. EDSPED 517- The PBIS Handbook Assignment provides clear evidence that candidates meet Idaho Standard 4 by engaging in the design, alignment, and assessment of behavioral and instructional systems. Candidates develop the knowledge, skills, and dispositions necessary to lead inclusive, data-driven, and effective instructional practices across school settings.
Idaho Standards for Directors of Special Education Standard 5: Community of Care of Support for Students	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 577- Leading Teaching and Learning Syllabus</u> <u>EDSPED 517: Universal Behavior Systems syllabus</u>	Standard 5 is met through courses EDLEAD 577 (6 credits) and EDSPED 517 (3 credits). EDLEAD 577- This course aligns with Idaho Standard 5 by preparing candidates to engage with the ACES survey. Through analysis of ACES data and application of trauma-informed practices, candidates demonstrate the knowledge, skills, and dispositions necessary to build safe, inclusive, and supportive school communities. EDSPED 517- These learning experiences directly support Idaho Standard 5 by preparing candidates to lead systems that provide comprehensive social, emotional, and behavioral support. Candidates demonstrate readiness to establish and sustain a culture of care that prioritizes student well-being and promotes academic and social-emotional success. Through application of PBIS strategies, behavior supports, classroom management, environmental modifications, and positive reinforcement systems, candidates demonstrate the knowledge, skills, and dispositions necessary to create safe, supportive, and inclusive school communities.

Idaho Standards for Directors of Special Education Standard 6: Professional Capacity of District and School Personnel	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 578- Leading System Change Svllabus</u> <u>EDLEAD 677 Leading Continuous System-Wide Improvement of Learning</u> <u>EDCIF558 Supervised Clinical Experience Svllabus</u> <u>EDSPED 559 Coaching and Leadership in Special Education Svllabus</u>	Standard 6 is met through courses EDLEAD 578 (6credits) and EDLEAD 677 (6 credits) and EDCIFS 558 (3 credits) and EDSPED 559 (3 credits). EDLEAD 578- The course learning activities meet Idaho Standard 6 through structured readings, assignments, scenario-based PBLs, and leadership reflection activities, candidates demonstrate the knowledge, skills, and dispositions necessary to strengthen the professional capacity of district and school personnel. EDLEAD 677- Through scenario creation, instructional leadership analysis, staff hiring, budget alignment, policy exploration, and the development of a personalized theory of action, candidates demonstrate the knowledge, skills, and dispositions necessary to enhance the professional capacity of district and school personnel in special education. These activities provide clear evidence that candidates meet Idaho Standard 6 ensuring they are prepared to lead highly effective, collaborative, and student-focused special education programs. EDCIFS 558- This course supports Idaho Standard 6 by strengthening the professional capacity of district and school personnel through active, site-based engagement. Candidates develop and apply the knowledge, skills, and professional dispositions necessary to lead equitable and culturally responsive special education systems. These authentic experiences provide clear evidence of candidates' ability to implement inclusive practices and to build organizational capacity that supports equity and culturally responsive leadership across educational settings. EDSPED 559- Through collaborative PLC discussions, the Pecha Kucha Project, instructional leadership analysis, budget alignment, and policy exploration, candidates demonstrate the knowledge, skills, and dispositions necessary to strengthen the professional capacity of district and school personnel in special education. This evidence confirms that candidates meet Idaho Standard 6 ensuring they are prepared to lead effective, collaborative, and student-centered special education programs.
Idaho Standards for Directors of Special Education Standard 7: Professional Community for Teachers	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 578- Leading System Change Svllabus</u>	Standard 7 is met through courses EDLEAD 578 (6 Credits) EDLEAD 677 (6 Credits) EDSPED 559 (3 Credits) EDSPED 540 (3 Credits). EDLEAD 578- This course meets Idaho Standards 7 by preparing aspiring administrators to support and strengthen professional communities through

		intentional professional development and collaborative leadership practices. The course includes targeted activities, such as a theory of action paper, focused on designing and facilitating professional development for teachers. <u>EDLEAD 677 Leading Continuous System-Wide Improvement of Learning</u> EDLEAD 677- EDLEAD 677 meets Standard 7: Professional Community for Teachers by preparing candidates to foster professional communities of teachers and other professional staff that promote each student's academic success and well-being. Candidates examine how district systems, such as professional learning structures and principal evaluation systems, support coherent instructional leadership and educator growth across schools.. <u>EDSPED 559 Coaching and Leadership in Special Education Syllabus</u> EDSPED 559: This course meets Idaho Standard 7: Professional Community for Teachers by engaging candidates in the study and application of coaching and leadership practices that foster collaboration, reflection, and continuous professional learning. Through applied activities and the Philosophy of Leadership and Coaching in Special Education final paper or presentation, candidates demonstrate readiness to support educators through coaching, feedback, and shared problem-solving to improve inclusive practice. <u>EDSPED 540 Disability/Special Education Law Syllabus</u> EDSPED 540: The Disability/Special Education and the Law course meets Idaho Standard 7: Professional Community for Teachers by engaging candidates in collaborative learning and the design of professional development that strengthens educators' shared understanding of special education law, ethical responsibilities, and inclusive practice. Through course discussions, applied activities, and the Comprehensive Final Project, candidates develop a 40-minute professional development module for educators focused on applying legal requirements in school settings. This work prepares candidates to contribute to and support professional communities through shared learning, informed decision-making, and collective responsibility for serving students with disabilities.
Idaho Standards for Directors of Special Education Standard 8: Meaningful Engagement of Families and Community	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 577- Leading Teaching and Learning Syllabus</u>	Standard 8 is met through courses EDLEAD 577 (6 Credits) EDLEAD 677 (6 Credits) EDSPED 517 (3 Credits). EDLEAD 577: This course meets Standard 8: Meaningful Engagement of Families and Community by preparing school building leaders to build and sustain strong, respectful partnerships with families and community members that support student

		learning and well-being. The course emphasizes leadership practices that support and strengthen teachers' communication with families across diverse school communities. Course content includes intentional application of the Danielson Framework for Teaching, with emphasis on Domain 4: Professional Responsibilities, specifically 4c: Communicating with Families, to guide effective, consistent, and culturally responsive family engagement practices. <u>EDLEAD 677 Leading Continuous System-Wide Improvement of Learning</u> EDLEAD 677: This course meets Standard 8: Meaningful Engagement of Families and Community by preparing candidates to lead systems (districts and schools) that support effective, respectful, and culturally responsive engagement with families and communities. Course content includes focused examination of the principal evaluation, specifically the standard of engaging families and communities. <u>EDSPED 517: Universal Behavior Systems syllabus</u> EDSPED 517: This course meets Standard 8 by preparing candidates to engage families and community members in meaningful, reciprocal partnerships that support each learner's academic success and well-being. Through the Family & Community Involvement Module, candidates examine strategies for collaborating with families and community partners as part of comprehensive, schoolwide behavior support systems. Candidates develop the knowledge and skills needed to integrate family and community perspectives into universal behavior systems, strengthening shared responsibility for student success.
Idaho Standards for Directors of Special Education Standard 9: Operations and Management	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 578- Leading System Change Syllabus</u> <u>EDLEAD 676- Foundations of Leading Complex Educational Organizations Syllabus</u> <u>Capitol Visit</u>	Standard 9 is met through courses EDLEAD 578 (6 Credits) EDLEAD 676 (6 Credits) EDCI 558 (3 Credits). EDLEAD 578: The course meets Standard 9 through the Special Education PBL activity, which prepares candidates to make informed operational and resource-management decisions from an administrator's perspective. Candidates apply legal, fiscal, and organizational frameworks to authentic scenarios involving special education and Section 504, strengthening their ability to manage systems that promote equity, compliance, and student well-being. EDLEAD 676: This course meets Standard 9 by preparing candidates to manage district operations and resources in ways that promote the academic success and well-being of all students. The course emphasizes a district-level systems perspective on school finance and fiscal leadership through readings

		on school funding, a visit to the Idaho State Capitol to meet with legislators, a problem-based learning experience in finance and fiscal management, and a budgeting project. Through these applied learning experiences, candidates develop the knowledge and skills needed to understand funding sources, align budgeting decisions with district mission and priorities, and allocate resources strategically to meet diverse student needs. <u>EDCIF558 Supervised Clinical Experience Syllabus</u> EDCI 558: The Director of Special Education Internship meets Standard 9: by providing candidates with supervised, field-based experiences focused on managing district operations and resources in special education. Through the internship, candidates apply knowledge of budgeting, staffing, service delivery, and compliance to real-world administrative responsibilities, strengthening their capacity to align resources with district priorities and student needs to support academic success and well-being.
Idaho Standards for Directors of Special Education Standard 10: Continuous School and District Improvement	<i>For an overview of how the curriculum meets the Idaho Standards and endorsement requirements, please see the <u>Curriculum Map</u>.</i> <u>EDLEAD 578- Leading System Change Syllabus</u> <u>EDLEAD 677 Leading Continuous System-Wide Improvement of Learning</u> <u>EDSPED 558 Assessment in Special Education Syllabus</u>	Standard 10 is met through EDLEAD 578 (6 credits) and EDLEAD 678 (6 credits) and EDSPED 558 (3 credits) and EDCIFS 558 (3 credits). EDLEAD 578- Through the combination of PBL scenario-based activities, course readings, and class participation, candidates meet Idaho Standard 10. These experiences provide clear evidence that candidates are prepared to lead data-informed, research-based initiatives that improve teaching, learning, and student outcomes within special education programs and across the district. EDLEAD 677- Through creating ideal learning environment scenarios, analyzing the superintendent's role as instructional leader, designing budget processes aligned with district goals, examining policy and lawmaking responsibilities, and articulating a personalized theory of action, candidates demonstrate the knowledge, skills, and dispositions necessary to lead continuous improvement. A Day at the Capitol activity provides clear evidence that candidates meet Idaho Standard 10 preparing them to implement data-informed, evidence-based initiatives that enhance instructional programs, organizational systems, and student outcomes in special education. EDSPED 558- By integrating course readings, scenario-based PBL activities, active class participation, and applied internship experiences, candidates build the knowledge, skills, and dispositions needed to promote continuous school improvement. Candidates are prepared to lead

	EDCIF558 Supervised Clinical Experience Syllabus	data-driven initiatives that enhance instructional planning, curriculum implementation, and student outcomes, fulfilling the responsibilities of a Director of Special Education in advancing effective, evidence-based practices. EDCIFS 558- Completion of the internship course provides clear evidence that candidates meet Idaho Standard 10. Candidates demonstrate the knowledge, skills, and dispositions necessary to lead data-informed, evidence-based initiatives that enhance programs, services, and student outcomes in special education, ensuring continuous growth and improvement within schools and districts.
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NEW PROGRAM APPROVAL GUIDE

1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.		
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (Eg. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Certificate and Endorsement Requirements <u>(IDAPA 08.02.02)</u> *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.	Sequence of courses and alignment to Idaho Standards and endorsement requirements can be viewed on the Curriculum Map .	Idaho certification and endorsement requirements are addressed through a sequenced set of courses aligned to state policy and administrative rule, as documented in the program's Curriculum Map and corresponding Endorsement Requirements tab. The Curriculum Map explicitly links each required standard to specific courses; and linked syllabi in the map help identify where candidates develop and demonstrate required competencies. Evidence of candidate learning is embedded throughout the sequence and includes key assessments such as supervision and evaluation projects, theory-of-action papers, problem-based learning scenarios, and applied field-based experiences. These artifacts provide documented evidence that candidates meet the knowledge, skills, and dispositions required by Idaho at both the school and district leadership levels. The program sequence has undergone a comprehensive university approval process, including review by Boise State University's College of Education Curriculum Committee, approval by the Provost's Office, and inclusion on the State Board of Education's three-year plan. In addition, many courses in the proposed sequence were reviewed as part of the Spring 2024 State Review "Check", and the advanced programs housing these offerings are accredited by CAEP, further validating alignment with state requirements and evidence-based preparation standards.
Idaho Teaching Framework for Evaluation <u>(IDAPA 08.02.02)</u>	EDLEAD 577- Leading Teaching and Learning Syllabus	In EDLEAD 577, supervision and evaluation are treated as central functions of instructional leadership rather than compliance activities. The course develops candidates' knowledge of effective instruction, adult learning, and the legal and contractual foundations of evaluation, while emphasizing the use of the Danielson Framework for Teaching as a common evaluative language. Candidates engage in applied supervision through structured pre-observation, observation, and post-observation cycles, demonstrate interrater reliability, and complete full evaluation artifacts supported by evidence and rationale. Supervision and evaluation competencies are assessed through field-based work, problem-based learning scenarios, portfolios, presentations, and a formal observation and evaluation exam, reinforcing evaluation as a tool for professional growth, accountability, and continuous school and school district improvement.

NEW PROGRAM APPROVAL GUIDE

	EDLEAD 677 Leading Continuous System-Wide Improvement of Learning	In EDLEAD 677, supervision and evaluation are addressed at the system and district leadership level, emphasizing the administrator's role in ensuring instructional quality and professional capacity across schools. The course examines supervision and evaluation as levers for continuous system-wide improvement, integrating theory, research, and practice related to evaluating instructional personnel and managing human resources. Candidates develop skills in using observations, collaborative reflection, and data to support professional growth plans, align evaluation with district vision and instructional priorities, and sustain high expectations for professional practice. Supervision and evaluation competencies are assessed through applied projects such as the Principal/Director Evaluation Project, problem-based learning scenarios focused on human resources and instructional leadership, and theory-of-action work, reinforcing evaluation as a strategic function tied to culture, accountability, and continuous improvement rather than isolated personnel actions.
STANDARD TWO: CLINICAL EXPERIENCE Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.		
2.1 CLINICAL PRACTICE Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.		
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course	

	Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Clinical preparation depth, breadth, coherence, and duration	EDCI558: Supervised Clinical Field Experience Syllabus	Field experience is covered in the course EDCI558: Supervised Clinical Field Experience (3 credits). This is required supervision for candidates adding an endorsement to a current teaching certificate or for alternate route initial certification. Full-time classroom placement with performance assessment aligned with state certification requirements. Placement and credits required are determined by the Office of Teacher Education. (Note: Clinical Experience requires 150 hours working with a practicing special education director and include an inquiry project based on continuous school improvement.)
Comprehensive clinical experience	Please see the checklist candidates complete and submit and which is kept on file.	The graduate certificate in Special Education Director aligns with the Idaho Director of Special Education Administrator endorsement. To apply for this endorsement candidates must verify a minimum of four years of certified work in a K-12 setting by the time they apply for the Special Education Director endorsement.

NEW PROGRAM APPROVAL GUIDE

Signatures			
Signature of the College/Program Chair, Director, or Other Designee	Rachel Kamukhwani	Date	1/28/2026
Signature of the College of Education Dean or Educator Preparation Provider Head Official	Sherry Dismuke	Date	1/28/2026

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in State Board Policy III.G – Postsecondary Program Review and Approval.*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

Audit trail

Details		
FILE NAME	New Program Application_Boise State_SPED Director_Jan 2026 - 1/28/26, 3:39PM	
STATUS	Signed	
STATUS TIMESTAMP	2026/01/28 23:17:02 UTC	

Activity		
SENT	katiemathias@boisestate.edu sent a signature request to: - Rachel Kamnkhwani (rachelkamnkhwani@boisestate.edu) - Sherry Dismuke (cheryledismuke@boisestate.edu)	2026/01/28 22:39:58 UTC
SIGNED	Signed by Rachel Kamnkhwani (rachelkamnkhwani@boisestate.edu)	2026/01/28 23:09:52 UTC
SIGNED	Signed by Sherry Dismuke (cheryledismuke@boisestate.edu)	2026/01/28 23:17:02 UTC
COMPLETED	This document has been signed by all signers and is complete	2026/01/28 23:17:02 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

Attachment B – Reviewers and Qualifications
Boise State SPED Certificate and Endorsement Program Approval

Ramona Lee

Special Education Director
West Ada School District
Served - Professional Standards Commission
Idaho Local Practicing K-12 Administrators
Idaho Experts from the Field and experience with the Educator Preparation Program Review

Dr. Emma Wood

Assistant Dean of Educator Preparation
Idaho State University
Served - Professional Standards Commission
Approved Idaho Educator Preparation Program Staff
Idaho Experts from the Field and experience with the Educator Preparation Program Review

Kathryn Vestre

Special Education Teacher
West Ada School District
Idaho Local Practicing K-12 Educators

SUBJECT

Boise State University Literacy Specialist Program Application

BACKGROUND

In March 2026, the Boise State University Educator Preparation Program (EPP) applied for a new Early Literacy Specialist endorsement program. In alignment with Board Policy IV.D., a review team including educator preparation and content area experts was recruited to provide a recommendation to the Board.

The new endorsement application review was conducted asynchronously. Reviewers considered application evidence in its entirety before making any determinations on alignment between the EPP's submission and the expectations outlined in state law and Board Policy. Reviewers were further guided to focus on whether the application and supporting materials provided adequate evidence that each required competency would be addressed by the program rather than subjective determinations of the quality of specific pieces of evidence.

PROPOSAL

The review process revealed that all program components were found to be in alignment with the required competencies. The review team recommends approval of the Boise State University Literacy Specialist endorsement program.

The reviewers' ratings and comments were captured by the review facilitator and used to create the BSU Literacy Specialist Program Application Review Report, Attachment 1.

IMPACT

Approval of Boise State University's application for a new Literacy Specialist endorsement program would allow the institution's educator preparation program to offer a Literacy Specialist endorsement program and to begin accepting candidates. Newly-approved endorsement programs are added to the Educator Preparation Provider's State Review, which occurs on a seven-year cycle.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The process used to make recommendations regarding new endorsement programs offered by Idaho's approved educator preparation programs is thorough and was carried out according to Board Policy.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – BSU Literacy Specialist Program Application Review Report

CONSENT
AUGUST 12-13, 2026

BOARD ACTION

I move to approve Boise State University's Literacy Specialist endorsement program application.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-114

IDAPA 08.02.02, Rules Governing Uniformity

Board Policy IV.D. Educator Preparation, Certification, and Standards

REFERENCE

August 2023	Board approved the Idaho Standards for Educator Preparation Providers.
February 2024	Board approved Brigham Young University–Idaho's K-12 Literacy Endorsement Program application.
April 2024	Board approved Northwest Nazarene University's Early Literacy Endorsement Program application.
June 2024	Board approved amendments to Board Policy IV.D. regarding educator preparation, certification, and the educator preparation program standards.
December 2024	Board approved Idaho State University's Early Literacy Endorsement Program application.

**Boise State Early Literacy Endorsement Program Approval
Report to the Office of the State Board of Education**

Recommendation: APPROVED

Upon thorough review in accordance with the policies set forth by the Office of the State Board of Education, Boise State University's Early Literacy Endorsement Program is recommended for approval.

Overview:

The following constitutes **formal approval** of Boise State University's Early Literacy Endorsement Program. The completed *New Endorsement Application* was received in March of 2026 and a team was assembled to review the application materials in accordance with Board Policy. The application is included here as *Attachment A*. Minimum requirements for reviewers include one member of the Professional Standards Commission and members from at least two of the following groups:

Approved Idaho Educator Preparation Program Staff
Idaho Experts from the Field and experience with the Educator Preparation Program Review
Idaho Division of Career Technical Education Staff
Idaho Local Practicing K-12 Educators
Idaho Local Practicing K-12 Administrators
Idaho State Department of Education staff – Certification Department

For a list of reviewers and their qualifications, please see *Attachment B*. The review was completed asynchronously over a period of three weeks, though the team met at least weekly to review materials, discuss findings, and ultimately came to consensus on the approval of the program.

Instructions to reviewers and initial findings:

Reviewers were instructed to review the application evidence in its entirety before making any determinations on alignment between required IDAPA competencies and the EPP's submission. Reviewers were additionally instructed that the goal of the initial approval process was to objectively identify if the program application and supporting materials provided adequate evidence that each competency was being addressed by the program, and not to offer subjective determinations on the quality of the evidence.

The reviewers' ratings and comments were captured utilizing a Google Form (the original program approval form created through a shared Microsoft Word program was not functional). A copy of the form used to collect reviewer responses, and all reviewer comments, are included in *Attachment C*.

Upon initial review, all program components were found to be in alignment with the required competencies. Two reviewers, both teacher-leaders and literacy specialists for the West Ada School District, expressed concern about only one component, "Data analysis related to early recognition of literacy difficulties including characteristics of dyslexia." The EPP provided additional explanation and support materials and all concerns were resolved.

Boise State University Early Literacy Endorsement Program

Application Review Results

Component- IDAPA Competency	Alignment	Gap Identified	Final Determination
Minimum of 20 credits	Complete		Aligned
Methods of teaching reading and writing	Complete		Aligned
The body of knowledge regarding the science of reading	Complete		Aligned
The cognitive process of learning to read and write	Complete		Aligned
Phonological and phonemic awareness	Complete		Aligned
Oral language development	Complete		Aligned
Phonics	Complete		Aligned
Vocabulary	Complete		Aligned
Fluency	Complete		Aligned
Comprehension	Complete		Aligned
Diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans	Complete		Aligned
Data analysis related to early recognition of literacy difficulties including characteristics of dyslexia	Complete	Though program evidence objectively aligned upon initial review, practitioners requested additional information from the EPP. Upon receipt, they were satisfied that this areas was being adequately addressed.	Aligned
Data driven instruction and intervention	Complete		Aligned
Language acquisition and development	Complete		Aligned
Stages of reading and writing development	Complete		Aligned
Early elementary reading and writing resources	Complete		Aligned

NEW PROGRAM APPROVAL GUIDE
New Endorsement Program Application

Name of Educator Preparation Provider	Boise State University	
New Program name	Early Literacy and Language Intervention (K-3) Teaching Endorsement	
Date	March 24, 2026	
Certification/Endorsement	Early Literacy (K-3) Endorsement	
Component	How is each standard met? What is the plan to meet the standard?	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Endorsement Requirements <i>Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan</i>	Overview of new endorsement at Boise State	This overview outlines the proposal for a 23-credit Idaho Early Literacy (K-3) Endorsement at Boise State, including coursework designed to develop educator expertise in the sciences of literacy to effectively identify and address reading challenges.
	Matrix: Endorsement Language to Course	This matrix maps the components in the endorsement language to the courses where they're explicitly taught and assessed.
	Curriculum Map	This map includes the standards, catalog description, and course orientation guide (COG) for each of the courses required for the Early Literacy (K-3) endorsement. COGs are used in the College of Education to identify standards and requirements for each course, and ensure that certain non-negotiable course elements and alignment across programs remains consistent from one semester to the next, regardless of instructor.

Signatures			
Signature of the College/Program Chair, Director, or Other Designee	<i>Eun Hye Son</i>	Date	March 24, 2026
Signature of the College of Education Dean or Educator Preparation Provider Head Official	<i>Sherry Dismuke</i>	Date	March 24, 2026

Audit trail

Details

FILE NAME	New Endorsement Program Application_Boise State_Early Literacy (K-3) - 3/24/26, 12:13 PM
STATUS	● Signed
STATUS TIMESTAMP	2026/03/24 20:10:32 UTC

Activity

 SENT	katiemathias@boisestate.edu sent a signature request to: - Eun Hye Son (eunhyeson@boisestate.edu) - Sherry Dismuke (cheryledismuke@boisestate.edu)	2026/03/24 18:14:28 UTC
 SIGNED	Signed by Sherry Dismuke (cheryledismuke@boisestate.edu)	2026/03/24 19:27:16 UTC
 SIGNED	Signed by Eun Hye Son (eunhyeson@boisestate.edu)	2026/03/24 20:10:32 UTC
 COMPLETED	This document has been signed by all signers and is complete	2026/03/24 20:10:32 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

Attachment B – Reviewers and Qualifications
Boise State SPED Certificate and Endorsement Program Approval

Dr. Emma Wood

Assistant Dean of Educator Preparation
Idaho State University
Served - Professional Standards Commission
Approved Idaho Educator Preparation Program Staff
Idaho Experts from the Field and experience with the Educator Preparation Program Review

Sara Oliveira

Literacy Specialist
Special Education Teacher
West Ada School District
Idaho Local Practicing K-12 Educators

Kendra Geary

Early Literacy Coordinator
West Ada School District
Idaho Local Practicing K-12 Administrator

SUBJECT

Board Policy I.B. Board Procedures Repeal – Second Reading

BACKGROUND

Board Policy I.B. Board Procedures outlines the process for establishing procedures that detail how Board policies are executed. Board Policy I.B. has not been updated since 2008, and the Board does not currently have any established Board Procedures. Rather, the methods and practices for implementation are typically outlined within their appropriate policies, while additional details not needing Board approval may be outlined in non-binding guidance documents.

The Board approved the first reading of Board Policy I.B. at the June 2026 meeting. No changes were made between the first and second readings.

PROPOSAL

The proposed amendment is a full repeal of Board Policy I.B. Board staff has consulted with legal counsel on this approach.

IMPACT

If the proposed amendment is approved, Board Policy I.B. will be repealed.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has confirmed that Board Policy I.B. is not necessary and that no Board Procedures are in use.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy I.B. Redline

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.B. Board Procedures, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Board Policy I.B. Board Procedures

REFERENCE

June 2026

Board approved the first reading of the proposed repeal of Board Policy I.B.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: B. Board Procedures

December 2008

1. ~~Definition~~

~~Board Procedures clarify the Governing Policies and are statements of procedure adopted by the Board concerning the management and operation of the institutions, the agencies, and the Board itself. The Procedures are intended to deal with specific methods or issues within the broad framework of the Governing Policies. Board actions directed to particular situations or intended to direct or guide an individual institution or agency are not to be construed as Board Procedures.~~

2. ~~Adoption, Amendment, or Repeal of Board Procedures~~

~~a. Board procedures may be adopted by a majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board procedure may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer at an institution or agency, or his or her designee, to receive Board consideration. An Idaho resident other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, or department of the Board, the executive director also notifies the appropriate chief executive officer of the nature of the request.~~

~~b. Board action on any proposal is not taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal is presented by the executive director to the Board for action.~~

CONSENT
AUGUST 12-13, 2026

SUBJECT

Board Policy VII.A. CTE General Policies and Definitions – Second Reading

BACKGROUND

Federal law under the Strengthening Career and Technical Education for the 21st Century Act, known as Perkins V, establishes definitions for career technical education, including the term “concentrator student.” Current Board policy includes similar definitions that overlap with federal statute.

As federal requirements and program implementation have evolved, differences have emerged between the language used in Board policy and federal law.

The Board approved the first reading of Board Policy I.B. at the June 2026 meeting. No changes were made between the first and second readings.

PROPOSAL

Proposed amendments to Board Policy VII.A. update definitions to align them to Perkins V. The “concentrator student” definition shifts from a focus on capstone course enrollment to setting a minimum number of courses for secondary students and a minimum number of credits for postsecondary students. The second proposed change is the addition of a definition for “technical advisory committee (TAC)” as “industry experts that advise CTE programs.”

IMPACT

Approval of the amendments will align state definitions with federal law, and it will allow the Division to be more responsive to the needs expressed by our secondary CTE Administrators and teachers.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to Board Policy VII.A. improve clarity and align definitions to federal law. Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy VII.A. Redline

BOARD ACTION

I move to approve the second reading of amendments to Board Policy VII.A. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-22

Board Policy VII.A. General Policies and Procedures

CONSENT
AUGUST 12-13, 2026

REFERENCE

August 2023

Board approved the second reading of proposed amendments to Board policy moving policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.

June 2024

Board approved the second reading of proposed amendments to Board Policy VII.A. and VII.B., setting the process and reporting requirements for updating career technical education program standards.

June 2026

Board approved the first reading of proposed amendments to Board Policy VII.A.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION
Subsection: A. General Policies and Definitions

~~June 2024~~August 2026

1. Purpose

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division and the implementation of Chapter 22, Title 33, Idaho Code.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

3. Definitions

- a. Concentrator Student means a secondary student ~~enrolled in a capstone course~~who has completed at least two courses in a single career technical education program or program of study, or a postsecondary student who has earned at least 12 credits within a career technical education program or program of study or completed a postsecondary program if the program encompasses fewer than 12 credits or the equivalent in total.

b. Local Education Agencies means a public-school district or charter school, including specially chartered districts.

c. Technical Advisory Committee (TAC) mean a group of industry experts who work with educators to advise career technical education programs on up-to-date knowledge and skills necessary for students to move into the workforce or complete industry recognized certification or educational requirements. TAC's may be established for a single program area with representatives from multiple industries within the program area or at the industry level. TACs are encouraged to include secondary and postsecondary educators within the local area.

d. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

e. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

f. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.

- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

- a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include, but are not limited to, clusters and pathways in the following program areas:

- i. Agriculture, Food and Natural Resources;
- ii. Business and Marketing;
- iii. Engineering and Technology Education;
- iv. Family and Consumer Sciences and Human Services;
- v. Health Professions and Public Safety;
- vi. Trades and Industry;
- vii. Individualized Occupational Training;
- viii. Workplace Readiness; and
- ix. First Steps: Understanding the World of Work (career pathways)

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies. Program areas and pathways may be added in emergent areas as identified through the comprehensive local needs assessment processes. Emergent areas may be added on a conditional basis pending development of appropriate standards. The Administrator shall report to the Board, no less than annually, the standards that have been reviewed, the standards that have been updated, and any emergent or new program areas that are being developed.

- b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.
- c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

SUBJECT

Board Policy VII.B. CTE Program Delivery - Second Reading

BACKGROUND

Approved secondary career technical education programs are eligible to receive program added-cost funds, subject to the availability of funds appropriated to the Division. Board Policy VII.D. establishes provisions governing the delivery of career technical education programs including the allowable use of program added-cost funds.

The Board approved the first reading of Board Policy VII.B. at the June 2026 meeting. No changes were made between the first and second readings.

PROPOSAL

Proposed amendments to Board Policy VII.B. address two (2) aspects of the policy: language improvements based on feedback from the field to ensure accuracy and relevancy of the policy, and changes to the allowable uses of program added-cost funds. The proposed amendments in sub-section 2.g. incorporate the following changes to the use of added-cost funds:

- Clarify that added-cost funds are intended to supplement, not supplant, other district funding
- Remove restrictions on assessment re-takes
- Clarify that coverage of chaperone costs for eligible travel is allowable
- Removing the 10% cap on student transportation costs associated with participation in career technical student organization conferences or events
- Improve clarity of language related to expenses for which added-cost funds may not be used

The most significant changes in the proposed policy address travel costs for student participation in leadership opportunities and statewide skills competitions, which are a critical part of the overall CTE program experience. Increased transportation costs have had a disproportionate impact on rural programs, limiting the students' ability to participate in the state level competitions.

IMPACT

Approval of the amendments will improve the clarity of the policy and allow the Division to be more responsive to the needs expressed by our secondary CTE Administrators and teachers.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed policy amendments improve clarity and address the needs of rural students by ensuring that travel costs do not impede their participation in CTE leadership activities and competitions.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy VII.B. Redline

BOARD ACTION

I move to approve the first reading of amendments to Board Policy VII.B. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-22

Board Policy VII.B. Program Delivery

REFERENCE

August 2023	Board approved second reading of proposed amendments to Board policy moving policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
June 2024	Board approved second reading of proposed amendments to Board Policy VII.A and VII.B., setting out the process and reporting requirements for updating career technical education program standards.
June 2026	Board approved first reading of proposed amendments to Board Policy VII.B.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION
Subsection: B. Program Delivery

~~June 2024~~August 2026

1. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training/[adult education](#).

2. Secondary Programs

- a. Secondary Programs are provided through participating local education agencies and career technical centers. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.
- b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:
 - i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.
 - v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
 - vi. Requires [a](#) nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved assessment developer as part of the program.
- c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program [or the workforce](#). A pathway program must meet the following requirements:
 - i. Consist of a sequence of courses that culminate in a capstone course and aligns with career technical education pathway standards approved by the Career Technical Education State Administrator.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.
 - v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
 - vi. Require the Workplace Readiness Assessment as part of the program.

- vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
 - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
 - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course ~~(concentrators)~~.
 - x. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.
- f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education ~~teacher~~instructional staff. Career technical education ~~teacher-educator~~ certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and ~~or~~ regional needs s for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements

or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of four approved cluster program areas
 - 3) Provides basic workplace readiness skills
 - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 5) Representation on the technical advisory committee in alignment with the program area industry
 - 6) Realistic, applied learning, provided through lab and industry-related activities
 - 7) Facilities to accommodate the program with equipment and space
 - 8) Agreement with the Statement of Assurances, as defined in the application
- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of the approved pathway programs established by the Division
 - 3) Provide basic workplace readiness skills
 - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
 - 5) Connection to a ~~Career Technical Student Organization~~ (CTSO) supported by the Division
 - 6) Technical advisory committee that includes representatives from the identified occupational pathway
 - 7) Realistic, applied learning, provided through lab and industry-related activities
 - 8) Work-based learning opportunities
 - 9) Regional need for the program, established through labor market data
 - 10) Alignment with approved pathway standards
 - 11) Alignment to related postsecondary program
 - 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway

- 13) Agreement with the Statement of Assurances, as defined in the application
 - iii. Career Technical Center (CTC) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.
- g. Allowable Use of Program Added-Cost Funds

Program ~~A~~ added-cost funds are distributed to ~~school-districts~~ local education agencies to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Program added-cost funds are to be used to supplement, not supplant, other district funding resources, including public school foundation payments generated by CTE educators and students. Allocations are calculated based on career technical education ~~teacher instructional staff~~ full-time equivalency (FTE) and must be used to support all career technical education programs in the ~~school-districts~~ local education agency. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional ~~and Program Promotion~~ Materials and Supplies

- 1) Single copy reference materials, including single-user electronic reference materials
- 2) Consumable student lab and classroom manuals
- 3) Consumable materials and supplies that support the instructional program
 - a) National official CTSO dress chapter set (i.e., official dress to be retained and maintained by the local chapter).
 - b) Consumable materials during an instructional activity to be used for fundraising (e.g., purchasing seeds to grow hanging baskets or steel used on a plasma cutter for metal art)
- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs ~~(excluding retakes) for those exams administered outside the Division-funded testing window~~
- 5) Web-based licensed products to support program instruction and management
- 6) Materials and supplies used in CTE program and CTSO promotion

ii. Equipment

- 1) Industry standard ~~E~~ equipment costing \$500 or more ~~per unit cost and having with~~ an expected life greater than two years (software is not considered equipment)

- 2) Industry standard ~~C~~computers and peripherals ~~necessary for program instruction~~—above and beyond equipment provided to academic classrooms

iii. Salaries

- 1) Time beyond the normal academic year to be defined as the last ~~school session calendar day of the current year and before the first session calendar day of the subsequent year~~day of the academic calendar year and before the first day of the subsequent academic calendar year, which should be a documented agreement between the ~~district~~local education agency and the CTE instructor(s)
- 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state- leadership conference and two (2) days for a national leadership conference
- 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professionals ~~teachers~~ delivering required instruction or supervision to students at clinical sites

iv. Contracts

- 1) Services contracted by the ~~district~~local education agency for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
- 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, ~~supplemental staff to supervise students in a clinical environment~~)

v. Travel and Professional Expenses

- 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
- 2) Instructor and chaperone travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging); must follow district travel policies
- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
- 4) ~~Up to ten percent (10%) of the CTE added cost funding for s~~Student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

- 1) Print textbooks, electronic textbooks, ~~and/or~~ other electronic media used as the primary source of content delivery
- 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
- 3) Classroom equipment, supplies, and web-based licensed products that are provided to all ~~district~~ local education agency ~~teachers~~ instructional staff and classrooms
- ~~4) Fundraising equipment and supplies~~
- ~~5)4) Equipment not un~~related to program instruction
- ~~6)5) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers), including those replacing furlough days, and pre-service or in-service days~~
- ~~7) Salaries and benefits to replace furlough days~~
- ~~8) Salaries and benefits for district pre-service and/or in-service days~~
- ~~9)6) Salaries and benefits for substitutes~~
- ~~10)7) Contracted salaries or benefits to provide the basic instructional programs~~
- ~~11)8) Fees to obtain or renew teaching credentials and/or professional licenses~~
- ~~12)9) Tuition and transcribed credits, including professional development credits~~
- ~~13)10) Individual student travel fees and expenses~~

9. First Steps: Understanding the World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.

10. Postsecondary Programs

a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:

- i. College of Western Idaho (Nampa)
- ii. College of Southern Idaho (Twin Falls)
- iii. College of Eastern Idaho (Idaho Falls)
- iv. Idaho State University College of Technology (Pocatello)
- v. Lewis-Clark State College (Lewiston)
- vi. North Idaho College (Coeur d'Alene)

- b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

11. Pathway Standards

- a. To be considered for approval, career technical education programs must meet approved pathway standards or be in an approved emergent area:

- i. Agricultural, Food, and Natural Resources
- ii. Business and Marketing Education
- iii. Engineering and Technology Education
- iv. Health Professions and Public Safety
- v. Family and Consumer Sciences and Human Services
- vi. Trades and Industry
- vii. Workplace Readiness
- viii. First Steps: Understanding the World of Work (career pathways)

- b. Pathway standards shall be reviewed on a five (5) year rotating basis. Reviews shall be facilitated by the Division's applicable program quality staff. Review committees shall be made up of, at a minimum, industry representatives and secondary and postsecondary educators specific to the occupation pathway being reviewed, including State Department of Education staff as applicable to the program area. Pathway standards updates shall consist of, but are not limited to:

- i. Standards Setting - The formal process for setting standards will be "industry-driven" and will involve Program Quality Managers, as well as a diverse group of businesses and industry members, educators, and others.
- ii. Criticality Survey - Once the technical standards and student learning outcomes have been developed and vetted through the initial standards writing team, the standards are shared with a larger group of related industry representatives through a critical survey.
- iii. Standards Publishing - Draft standards are publicly posted and timeline established for implementation.
- iv. Test Item Development - Using the criticality survey as a blueprint, secondary and postsecondary instructors, assessment vendor, and program quality managers write test items for the secondary Technical Skill Assessment (TSA).
- v. Pilot - TSAs are aligned with Idaho industry-recognized standards and measure technical knowledge. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor and is the end of program assessment for pathways.

- vi. Test Item Analysis - Test item analysis uses the test questions and data derived from the pilot assessment to determine the quality of the test items and to assess the test as a whole. Items that are not effective may be revised or eliminated to include both the question and possible answers. Item analysis typically focuses on four major pieces of information: test score reliability, item difficulty, item discrimination, and distractor information.
- vii. Set Cut Score - Secondary and postsecondary instructors, assessment vendor and program quality managers determine the cut or passing score for the assessment.
- viii. Badge or Microcredential Creation – Program quality managers will work with the Performance Management Microcredential Coordinator to develop the microcredentials aligned to the new standards and a completed list of industry-validated set of badges.
- ix. Implementation Plan - The set of standards are aligned to the TSA each year. If standards are revalidated and a pilot is created during a school year, the pilot should be offered in the same school year, but the TSA for that same school year should align to the existing standards. The newly adopted standards will take effect the following school year and align with the TSA.

WORK SESSION
AUGUST 12-13, 2026

TAB	DESCRIPTION	ACTION
1	IRSA – NUCLEAR ENERGY AND POSTSECONDARY EDUCATION: ALIGNING IDAHO’S WORKFORCE STRATEGY	Information Item
2	IRSA – READY FOR AI: PREPARING POSTSECONDARY STUDENTS FOR AN AI-INTEGRATED WORLD	Information Item

WORK SESSION
AUGUST 12-13, 2026

SUBJECT

Nuclear Energy and Postsecondary Education: Aligning Idaho's Workforce Strategy – Work Session

BACKGROUND

Idaho National Laboratory (INL), the nation's leading nuclear research facility, continues to deepen its collaboration with Idaho's colleges and universities to meet growing workforce needs in nuclear energy and related technical fields. This work session will bring together Board members and INL representatives to discuss how Idaho's postsecondary institutions can align program development and enrollment strategy with the workforce that nuclear energy expansion will require in the coming years.

PROPOSAL

INL staff will share projected workforce needs across nuclear energy and adjacent technical fields, providing the Board with a clearer picture of the scale and timing of upcoming hiring demand. This information is intended to help board members and institutional leaders consider how current and future academic programs can best prepare Idaho students for these opportunities.

IMPACT

This work session offers the Board an opportunity to hear directly from INL about projected workforce demand and to consider how Idaho's institutions might further align their academic programs with that demand going forward.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At the December 2025 Board meeting, presenters described several nuclear workforce and education partnerships and Board staff provided information on current postsecondary academic and career-technical nuclear-related programming. The partnerships discussed included the College of Eastern Idaho's Future Tech Building, supported by a \$9 million investment from Battelle Energy Alliance and expected to open in 2026; the Idaho Advanced Energy Consortium's \$3.6 million workforce training initiative tied to the Intermountain West Nuclear Energy Corridor Tech Hub; the Critical Materials and Energy Systems Innovation Center formed by INL, Idaho State University, and the University of Idaho; and five year SUPER agreements between INL and the University of Idaho, Boise State University, and Idaho State University.

Since then, Board staff have discussed statewide postsecondary planning with INL and with each institution. Institutions are poised to enhance their contributions to the educational needs of the nuclear industry in purposeful and strategic ways. This work is timely given Idaho's recent selection as one of five finalists to host a proposed Nuclear Lifecycle Innovation Campus.

ATTACHMENTS

Attachment 1 – Future of Idaho's Nuclear Workforce

WORK SESSION
AUGUST 12-13, 2026

Attachment 2 – Current Programs: Nuclear, Mining, Cybersecurity and Engineering 2025 and Additions Since December 2025

BOARD ACTION

No action needed; this agenda item is for informational purposes only.

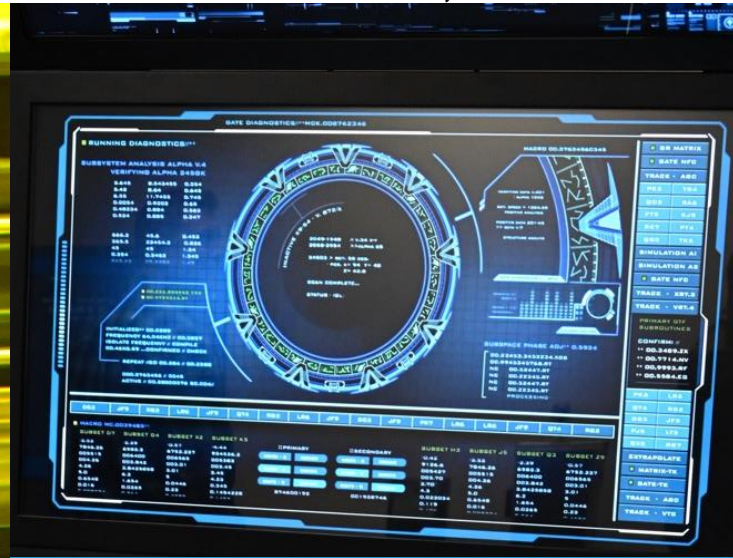
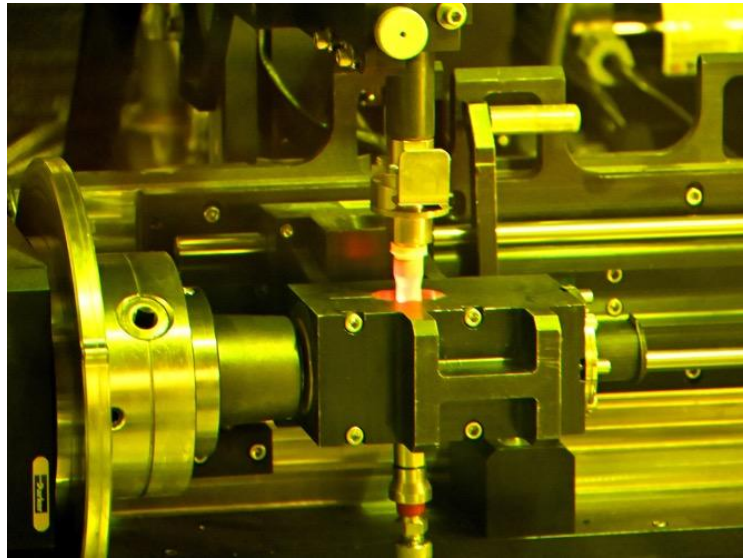
APPLICABLE STATUTE, RULE OR POLICY

Not applicable.

REFERENCE

December 2025

The Board heard an information item on Nuclear and Critical Materials Postsecondary Programs and Partnerships.



Hope Morrow
Workforce & Economic Development



Future of Idaho's Nuclear Workforce

SBOE Discussion

Battelle Energy Alliance manages INL for the
U.S. Department of Energy's Office of Nuclear Energy



Advanced reactor size comparison

Large-Scale Reactor

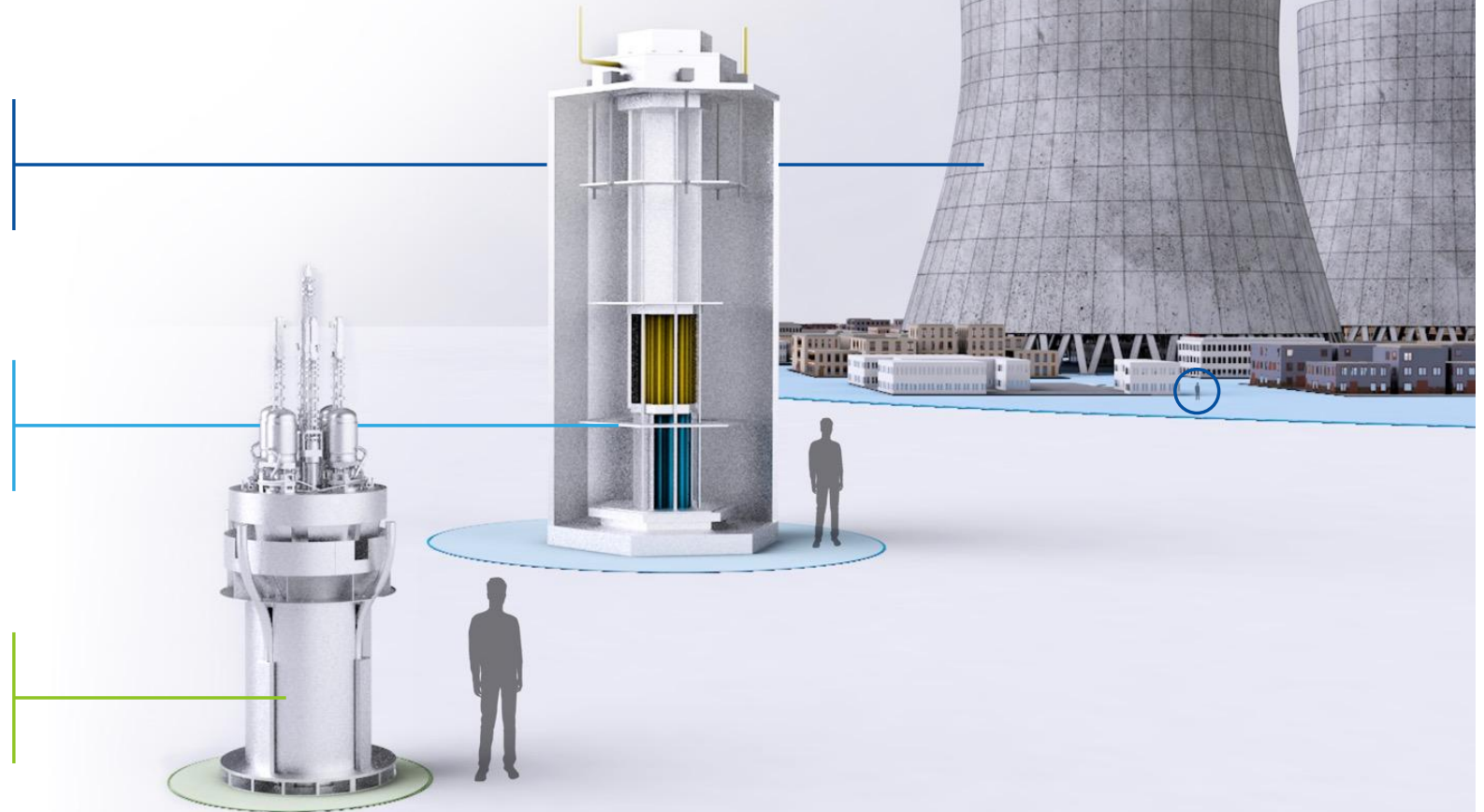
300 MW – 1,000+ MW
1,500 ACRES

Small Modular Reactor

20 MW – 300 MW
50 ACRES

Microreactor

1 MW – 20 MW
LESS THAN AN ACRE

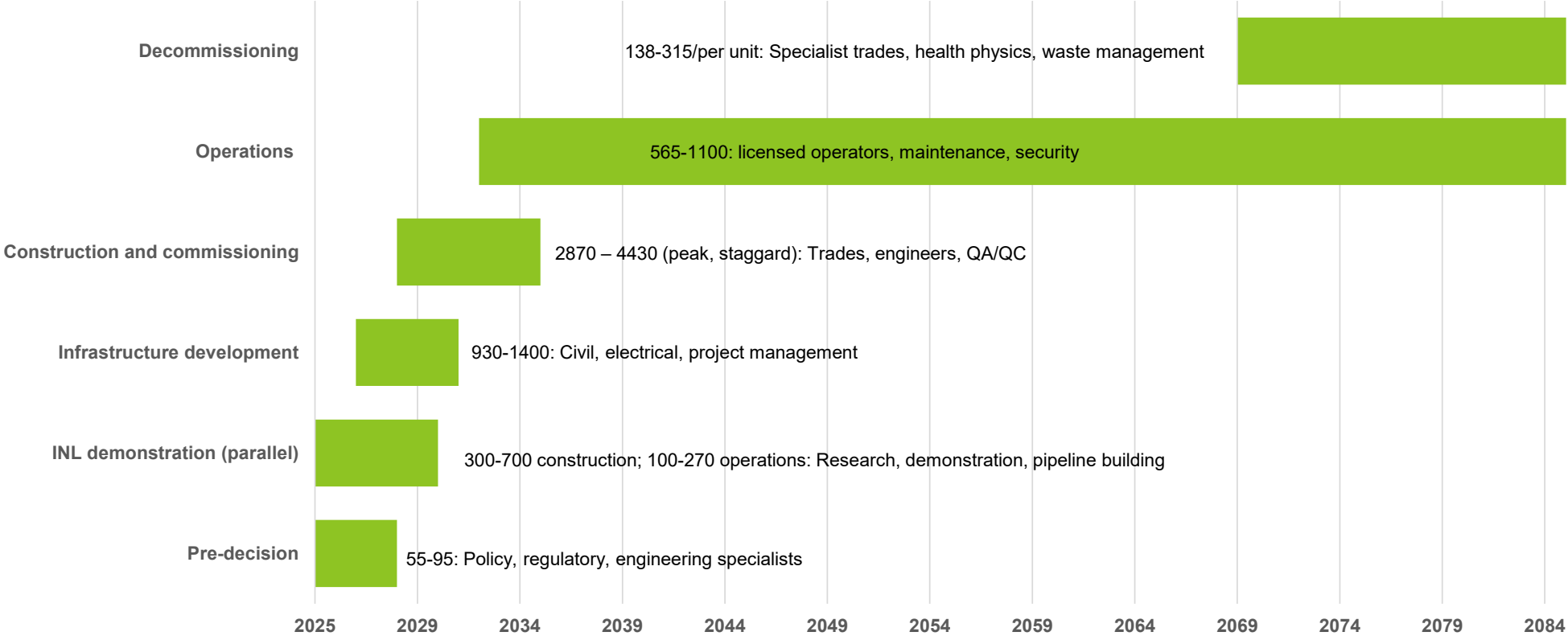




Occupations by Phase	
Phase 1: Pre-Decision (2025–2028)	
• Policy and regulatory professionals • Site assessment and environmental specialists	• Nuclear project development (utility side) • Academic and research (pipeline building)
Phase 2: Infrastructure Development (2027–2031)	
• Civil and earthworks • Project and construction management • Nuclear QA/QC oversight	• Environmental and safety monitoring • Supply chain and logistics • Electrical infrastructure
Phase 3: Construction and Commissioning (2029–2035)	
• Structural and civil construction • Mechanical and piping • Electrical and instrumentation • Nuclear-qualified welding • Nuclear engineering (design support)	• QA/QC inspection and documentation • Health physics and radiation protection • Commissioning and testing engineers • Project management and controls • Security
Phase 4: Operations (2033 onwards)	
• Licensed reactor operators • Senior reactor operators / shift supervisors • Health physics technicians • Maintenance technicians (mechanical, electrical, I&C) • Nuclear engineers (on-site)	• Chemistry and radiochemistry • Security • Operations management • Administrative and support
Phase 5: Decommissioning (2070+)	
• Decommissioning engineers • Radiation protection specialists • Skilled decommissioning trades	• Waste management specialists • Regulatory and legal

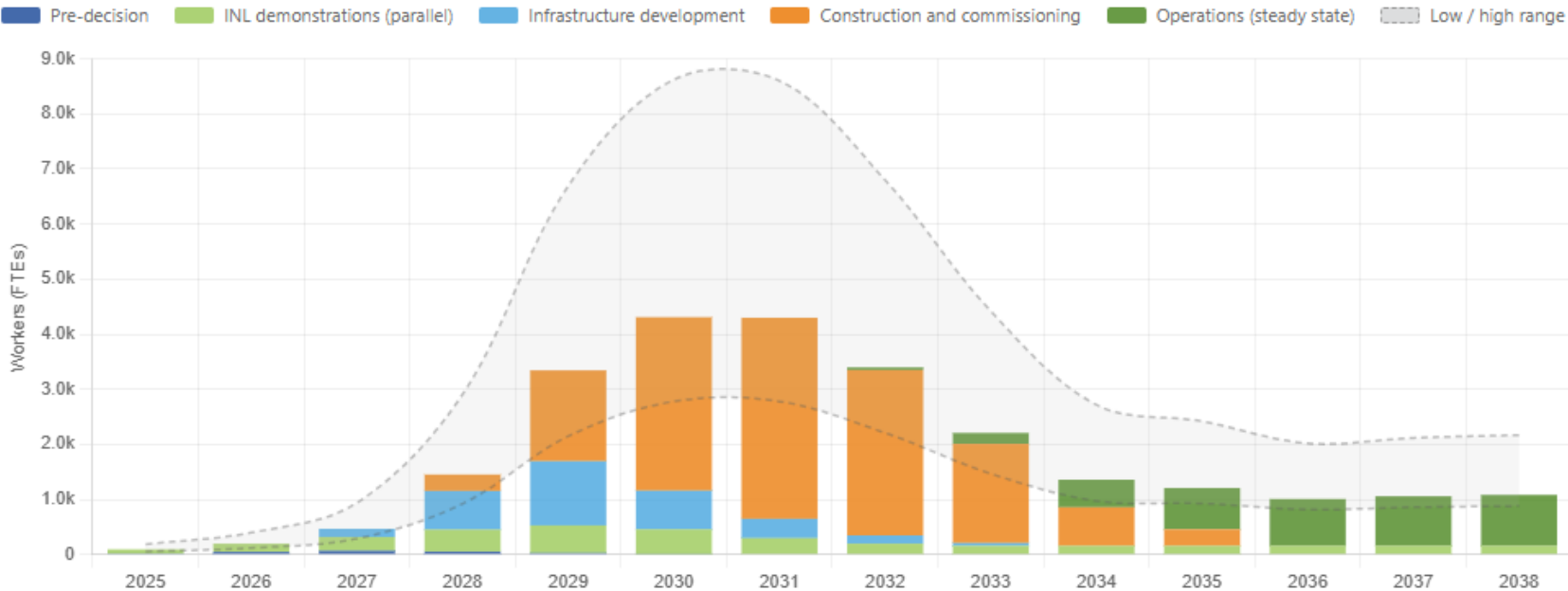


Est. Phase Timeline/Workforce Range



Est Idaho Nuclear Workforce by Phase — Timeline

PRELIMINARY DISCUSSION DOCUMENT • FIGURES ARE INFORMED ESTIMATES • CENTRAL SCENARIO SHOWN



Construction surge — the critical challenge

Peak demand of 2,870–4,430 workers (2031–2033) is 3–5× the steady-state operations workforce. The national nuclear construction labor market will be severely constrained at exactly this time. Idaho must build its own qualified trades pipeline.

INL as the pipeline runway

INL demonstration projects (MARVEL, Oklo, PELE, HERMES) run in parallel across 2025–2030, creating the first in-state nuclear construction and operations experience before commercial deployment begins.

Operations — sustained and stable

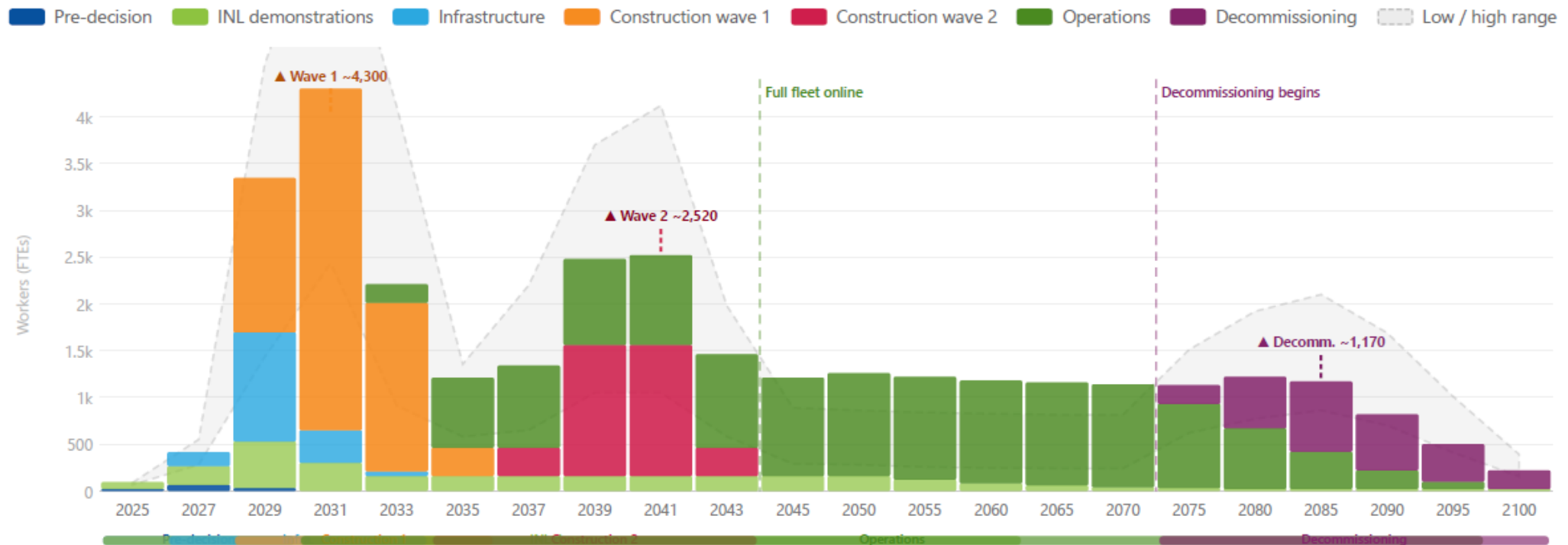
Once units come online from 2033, operations workforce stabilizes at 565–1,100 FTEs. This is the long-term employment base — careers spanning decades, not projects.

Workforce estimates are informed estimates benchmarked against Jenson, Guaita et al. (INL/RPT-25-87791, DOE Systems Analysis & Integration Campaign, 2025); NuScale workforce disclosures (2021); NEI/NRC/BLS data; and ANSF (ISEA, September 2025). Phase shapes derived from construction industry mobilization patterns and nuclear project analogues. All figures require primary source verification before use in formal policy or budget processes.



Est. Idaho Nuclear Workforce- Full Lifecycle to 2100

Decisions made today will have implications through the next century



IDAHO NATIONAL LABORATORY



Idaho Advanced Nuclear — Career Pathways

Five illustrative pathways from entry point to senior leadership. Select a pathway, then click each stage to expand details. All timelines and salary figures are indicative.

Operations

Construction trades

INL research professional

Utility / policy leader

Veteran / career changer

Operations

Nuclear operations technician → licensed reactor operator → shift supervisor

Entry point: High school graduate or career changer — Idaho LAUNCH eligible at ISU ESTEC

Peak: \$120,000–160,000+

- | | | |
|---|--|---|
| 1 | Nuclear operations technician
Years 1–2 \$45,000–55,000 | + |
| 2 | Licensed reactor operator (research / fuel cycle)
Years 2–4 \$65,000–85,000 | + |
| 3 | Commercial SMR operator trainee
Years 4–6 \$80,000–100,000 | + |
| 4 | Senior reactor operator / shift supervisor
Years 6–14 \$100,000–130,000 | + |
| 5 | Operations manager / plant director
Years 14+ \$120,000–160,000+ | + |

Note: These pathways are illustrative and based on informed estimates developed in the Idaho Advanced Nuclear Workforce Strategy (preliminary discussion document, 2026). Salary figures draw on O*NET, BLS OES, ISU ESTEC programme data, and NEI workforce benchmarks — they are indicative and should be verified against INL published salary ranges and utility compensation data. Timelines assume reasonably linear full-time progression; real careers are rarely linear. Pathway 1 stage 3 (SMR-specific operator training) does not yet exist and represents a programme to be developed. This document was prepared with the assistance of Claude (Anthropic, 2026).



Idaho's Nuclear Workforce Foundation

- Idaho does not need to build a nuclear workforce from scratch. From what already exists, it needs to:
 - Scale
 - Connect
 - Qualify
- Construction surge hardest problem
 - Trade workforce lacks nuclear-grade qualification
- Strategic coordination and connection with institutions to avoid duplication
- ISU-ESTEC, INL (and CEI with new programming) are among the only nuclear training anchors in the West (for now)
 - Could lead region/tri-state compact or someone else will

Current industry aligned programs

ISU	CEI
Energy Systems Technology and Education Center (ESTEC) includes Nuclear Operations Technology	Health Physics Certification
Health Physics Certificate	Associate of Engineering (A.E.) pathways
Bachelor's, master's, and doctoral degrees in Nuclear Engineering	Information Assurance programs
Nuclear welding career-technical certificate	CTE programs: welding, heavy machinery, mechanical design
Additional CTE programs: welding, heavy machinery, mechanical design	CSI
Graduate programs in engineering, cybersecurity, governance and policy, and resilience engineering	Applied Science in Engineering degree
Active in AI research and curriculum development	Associate of Engineering (A.E.) pathways
BSU	Water Resource Management career-technical program
Nuclear safeguards and security programs Cybersecurity, cryptology, and threat intelligence programs	CTE programs: welding, heavy machinery, mechanical design
Graduate programs in engineering, cybersecurity, governance and policy, and resilience engineering	CWI
UI	Applied Science in Engineering degree
Master's degree in Nuclear Engineering	Associate of Engineering (A.E.) pathways
Nuclear Safeguards and Security Certificate	Mining Technician program
Graduate programs in engineering, cybersecurity, governance and policy, and resilience engineering	CTE programs: welding, heavy machinery, mechanical design
Active in AI research	

Breaking down the \$40 Million

Three Awarded Project Areas:

1. Accelerating Advanced Reactor Deployment
 - Accelerating Oklo's commercialization timeline by supporting fuel transportation and fuel loop pilot work
2. Growing the Nuclear Workforce
 - Expanding and creating nine critical workforce programs spanning four regional education institutions, focused in:
 - Engineering
 - Manufacturing & Fabrication
 - Trades
3. Reinvigorating the Nuclear Supply Chain
 - Facilitating construction mockups of Holtec's SMR basemat and containment structures, at CEI
 - Developing an ecosystem to support regional manufacturers to obtain ISO-9001 and NQA-1 certifications



Total Federal Award:

\$31.9M

Total Match:

\$9.4M

IDAHO NATIONAL LABORATORY

Building the Nuclear Workforce Ecosystem

College of Eastern Idaho, Idaho State University,
Western Wyoming Community College & Gillette College

Good Jobs Challenge Award

- \$3,586,685
- Nuclear Informed Trades
- AAS Nuclear Technology
- Transferability & pipeline development

Tech Hub Award

- \$14,997,838
- Construction trades
- Engineering pathways
- Chemical engineering technicians
- BEA Applied STEM Institute expansion
- Manufacturing & fabrication



IDAHO NATIONAL LABORATORY

Growing the Nuclear Workforce

- **Total project budget:** ~\$12.9M
Total match: ~\$2.1M
Construction Trades: CEI & Gillette College
 - Development and implementation at both institutions
- **Manufacturing & Fabrication:**
 - ISU – advanced manufacturing, nuclear manufacturing
 - Western Wyoming Community College – Welding expansion and nuclear-grade training development
- **Update Nuclear Operator program:** ISU ESTEC
- **Chemical Engineering Tech** Programming: Gillette College
- **Engineering Pathways**
 - BEA Applied STEM Institute Engineering Academy development at CEI
 - Distinguished transfer pathways for engineering programs, Tech Hub region wide



Growing the
nuclear workforce

Current industry aligned programs (options to scale)

- Nuclear operations
- BS, MS, PhD in Engineering fields
- Nuclear welding
- Nuclear safeguards and security programs
- Cyber nuclear/industrial cybersecurity
- Associate of Engineering (A.E.) pathways
- CTE programs: welding, heavy machinery, mechanical design



Current industry aligned programs (options to connect)

- Engineering – map and strengthen transfer pipelines
- Welding
- Nuclear certifications
- Health physics
- Materials- handling, processing, milling, testing
- Energy systems



Programs to qualify or start, immediate needs

- Nuclear Welding (Qualify)
- Nuclear certifications (Qualify)
- Health physics (Qualify – outside of East Idaho)
- QA & NDE (missing would need to start and be qualified)
- Nuclear materials science (start classes that lean into nuclear specifically)
- Procurement Specialists
- Integrated Energy Systems (nuclear)

Workforce Pipeline - Critical Timing

Role group	People needed (state, 2040)	Training lead time	Program must start
Licensed reactor operators	60–120	18–24 months post program establishment	Program established by 2030–2031
Nuclear/plant engineers	50–100	4–6 years (degree pipeline)	Scholarships from 2026
Maintenance technicians	150–280	2–3 years	Apprenticeships from 2027
Health physics technicians	50–100	2–3 years	Program expansion from 2026–27
Nuclear QA/QC construction trades	250–400 (peak)	2–3 years qualification	Curriculum development from 2026
State agency nuclear capacity	10–20 FTEs	3–5 years (secondment model)	Immediately
Nuclear project development (utilities)	15–25 per active utility	2–4 years	Immediately



Battelle Energy Alliance manages INL for the U.S. Department of Energy's Office of Nuclear Energy. INL is the nation's center for nuclear energy research and development, and also performs research in each of DOE's strategic goal areas: energy, national security, science and the environment.

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**Current Programs
Nuclear, Mining, Cybersecurity, and Engineering
Additions Since December 2025**

Institution	Title	Award	CIP Code	Location	Delivery Method
BSU	Applied Artificial Intelligence	M.S.	11.0102	Online	Online
ISU	Applied Artificial Intelligence	Specialized Certificate	11.0102	Online	Online
UI	Artificial Intelligence	M.Engr. M.S.	11.0102	Coeur d'Alene/ Moscow	Face-to-face/Hybrid
UI	Artificial Intelligence	B.S.	11.0102	Coeur d'Alene/ Moscow	Hybrid
ISU	Artificial Intelligence Sciences	BS	11.0102	Pocatello	Face-to-face/some online
ISU	Artificial Intelligence Sciences: Computer Science concentration	BS	11.0701	Pocatello	Face-to-face/some online
ISU	Artificial Intelligence Sciences: Math and Statistics concentration	BS	27.0503	Pocatello	Face-to-face/some online
UI	Energy Literacy	Undergraduate Certificate	14.2701	Moscow	Face-to-face
ISU	Industrial Automation Engineering Technology (consolidation of Energy System Electrical Eng Tech and Energy System Instrumentation Eng Tech)	AAS	15.0406	Pocatello	Face-to-face
ISU	Industrial Cybersecurity	Specialized Certificate	11.1003	Online	Online
UI	Industrial and Systems Engineering	B.S.	14.3501	Coeur d'Alene/ Moscow	Face-to-face/Hybrid
UI	Industrial and Systems Engineering	M.Engr. M.S.	14.3501	Coeur d'Alene/ Moscow	Face-to-face/Hybrid
ISU	Intelligent and Trustworthy Digital Systems (3YR)	BAS	11.1003	Pocatello	Face-to-face/some online
ISU	Nuclear Hot Cell Manipulator Technology	ITC	15.1401	Pocatello	Face-to-face

**Current Programs
Nuclear, Mining, and Cybersecurity 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
BSU	Cryptology Security Analyst	11.1003	Graduate Certificate	Arts and Sciences	Boise	Online
BSU	Cybersecurity	11.1003	M.S.	Arts and Sciences	Boise	Some portion online
BSU	Cybersecurity Management	11.1003	Graduate Certificate	Business and Economics	Boise	Traditional (face-to-face)
BSU	Cybersecurity: Computer Science emphasis	11.1003	M.S.	Arts and Sciences	Boise	Traditional (face-to-face)
BSU	Cybersecurity: Cryptanalysis and Signals Analysis emphasis	11.1003	M.S.	Arts and Sciences	Boise	Traditional (face-to-face)
BSU	Cybersecurity: Management emphasis	11.1003	M.S.	Arts and Sciences	Boise	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	AAS	Technology	Idaho Falls	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	ITC	Technology	Idaho Falls	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	Specialized Certificate	Technology	Idaho Falls	Traditional (face-to-face)
CSI	Cybersecurity and Programming	11.1003	AAS	Business and Information Systems	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Introduction to Cybersecurity	11.1003	BTC	Business and Information Systems	Twin Falls	Hybrid Traditional (face-to-face)
CWI	Cybersecurity	11.1003	AAS	School of Science, Technology, and Math	Boise Boise	Online Traditional (face-to-face)
CWI	Cybersecurity	11.1003	ATC	School of Science, Technology, and Math	Boise	Online Traditional (face-to-face)
LCSC	Cybersecurity Management	11.1003	BA/BS	Professional Studies and Graduate Studies	Lewiston	Online Traditional (face-to-face)
NIC	Cybersecurity and Networking	11.1003	BTC	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
NIC	Cybersecurity INFOSEC Administration	11.1003	AAS	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
NIC	Cybersecurity INFOSEC Administration	11.1003	ATC	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
NIC	Cybersecurity INFOSEC Administration	11.1003	ITC	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
UI	Cybersecurity	11.1003	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Certificate-UG	College of Engineering	Moscow	Traditional (face-to-face)
UI	Cybersecurity	11.1003	M.S.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Ph.D.	College of Engineering	Coeur d'Alene Moscow	Hybrid Online Traditional (face-to-face)
UI	Cybersecurity (Coeur d'Alene)	11.1003	B.S.	College of Engineering	Coeur d'Alene	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS	Science and Engineering	Pocatello	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	Science and Engineering	Idaho Falls Pocatello	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.	Science and Engineering	Idaho Falls Pocatello	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate-GR	College of Engineering	Idaho Falls	Online Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Certificate-GR	College of Engineering	Idaho Falls	Online
UI	Nuclear Engineering	14.2301	M.Engr.	College of Engineering	Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Materials Engineering	14.2301	Certificate-GR	College of Engineering		Online
UI	Nuclear Technology Management	14.2301	Certificate-GR	College of Engineering	Idaho Falls	Online
CWI	Mining Technician	15.0901	AS	School of Science, Technology, and Math	Nampa	Hybrid
ISU	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician concentration	41.0205	AAS	Technology	Pocatello	Traditional (face-to-face)
CEI	Digital Forensics and Analytics	43.0403	BAS	Business	Idaho Falls	Hybrid Traditional (face-to-face)
LCSC	Cybersecurity	43.0403	Undergraduate Certificate	Career and Technical Education	Lewiston	Hybrid
BSU	Analyst and Threat Intelligence	43.0404	Graduate Certificate	Engineering	Boise	Online
BSU	Applied Computing, Systems, and Network	43.0404	Undergraduate Certificate	Engineering	Boise	Online
BSU	Cyber Operations and Resilience	43.0404	B.A.S.	Engineering	Boise	Online
BSU	Cyber Operations and Resilience	43.0404	B.S.	Engineering	Boise	Online
BSU	Cyber Operations and Resilience (MS)	43.0404	M.S.	Engineering	Boise	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.A.S. emphasis	Engineering	Boise	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.S. emphasis	Engineering	Boise	Online
BSU	Governance Policy Administration	43.0404	Graduate Certificate	Engineering	Boise	Online
BSU	Resilience Engineering	43.0404	Graduate Certificate	Engineering	Boise	Online

**Current Programs
Engineering and Engineering Related 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
BSU	Engineering	14.0101	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering	14.0101	Ph.D	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering Design	14.0101	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering: EngineeringPLUS emphasis	14.0101	B.S. emphasis	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering: Pre-Medical emphasis	14.0101	B.S. emphasis	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering: Secondary Education emphasis	14.0101	B.S. emphasis	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor for All	14.0101	Undergraduate Certificate	Innovation and Design	Boise	Traditional (face-to-face)
CEI	Associate of Engineering	14.0101	AE	General Education	Idaho Falls	Hybrid Online Traditional (face-to-face)
CSI	Engineering	14.0101	AS	Engineering, Physical, and Computer Sciences	Twin Falls	Some portion online Traditional (face-to-face)
CWI	Engineering	14.0101	AE	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
NIC	Engineering	14.0102	AS	Math, Computer Science and Engineering Division	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Minor	Engineering		Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Ph.D	Engineering	Boise	Traditional (face-to-face)
BSU	Biomedical Instrumentation	14.0501	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
UI	Biomedical Engineering	14.0501	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Chemical Engineering	14.0701	B.S.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.Engr.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.S.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	Ph.D.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering of Semiconductors	14.0701	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.S.	Engineering	Boise	Traditional (face-to-face)
ISU	Civil Engineering	14.0801	BS	Science and Engineering	Pocatello	Hybrid
ISU	Civil Engineering	14.0801	MS	Science and Engineering	Pocatello	Hybrid
ISU	Engineering and Applied Science: Civil Engineering	14.0801	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
UI	Civil Engineering	14.0801	B.S.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Civil Engineering	14.0801	M.Engr.	College of Engineering	Coeur d'Alene Moscow	Online
UI	Civil Engineering	14.0801	M.S.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Civil Engineering	14.0801	Ph.D.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Water Resources	14.0805	M.S.	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
UI	Water Resources	14.0805	Ph.D.	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
UI	Water Resources Engineering Science Option	14.0805	M.S. option	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
UI	Water Resources Engineering Science Option	14.0805	Ph.D. option	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
BSU	Computer Engineering	14.0901	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Cyber for All	14.0901	Undergraduate Certificate	Engineering	Boise	Online Traditional (face-to-face)
BSU	Cyber Operations	14.0901	Undergraduate Certificate	Engineering	Boise	Online
BSU	Mechanical Engineering	14.0901	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Software Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
ISU	Computer Engineering	14.0901	BS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
ISU	Electrical & Computer Engineering	14.0901	MS	Science and Engineering	Pocatello	Traditional (face-to-face) Web/video
ISU	Electrical & Computer Engineering: Computer Engineering concentration	14.0901	MS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
UI	Computer Engineering	14.0901	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Computer Engineering	14.0901	M.Engr.	College of Engineering	Moscow	Online
UI	Computer Engineering	14.0901	M.S.	College of Engineering	Moscow	Online
ISU	Software Engineering	14.0903	BS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
LCSC	Computer Science: Software Engineering	14.0903	BS emph	Professional Studies and Graduate Studies	Coeur d'Alene Lewiston	Hybrid Online Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Minor	Engineering		Traditional (face-to-face)

**Current Programs
Engineering and Engineering Related 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
ISU	Electrical & Computer Engineering: Electrical Engineering concentration	14.1001	MS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
ISU	Electrical Engineering	14.1001	BS	Science and Engineering	Pocatello	Hybrid
ISU	Engineering and Applied Science: Electrical and Computer Engineering	14.1001	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
UI	Electrical Engineering	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.Engr.	College of Engineering	Moscow	Online
UI	Electrical Engineering	14.1001	M.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	Ph.D.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering - Global	14.1001	B.S.E.E.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering: Communications emphasis	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering: Microelectronics emphasis	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering: Power emphasis	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Power Syst Protection & Relay	14.1001	Graduate Certificate	College of Engineering	Coeur d'Alene Moscow	Online
UI	Smart Grid Cybersecurity	14.1001	Graduate Certificate	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Advanced Microelectronics Fabrication	14.1099	Graduate Certificate	College of Engineering	Moscow	Some portion online Traditional (face-to-face)
UI	Advanced Semiconductor Design	14.1099	Graduate Certificate	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	High-Speed Circuits and Systems	14.1099	Graduate Certificate	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Microelectronics Fabrication	14.1099	Undergraduate Certificate	College of Engineering	Coeur d'Alene	Some portion online Traditional (face-to-face)
UI	Semiconductor Design	14.1099	Undergraduate Certificate	College of Engineering	Moscow	Online Traditional (face-to-face)
CSI	Engineering	14.1301	AE	Engineering, Physical, and Computer Sciences	Twin Falls	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph.D.	Science and Engineering	Pocatello	Hybrid
ISU	Engineering and Applied Science: Environmental Engineering	14.1401	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
ISU	Environmental Engineering	14.1401	MS	Science and Engineering	Idaho Falls Pocatello	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Minor	Engineering		Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Ph.D.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering: Secondary Education	14.1801	B.S. emphasis	Engineering		Traditional (face-to-face)
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor Materials	14.1801	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Biomedical Engineering	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Computational	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Mechanical Design	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Mechatronics	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Solid Mechanics	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Thermal-Fluids	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
ISU	Engineering and Applied Science: Mechanical Engineering	14.1901	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
ISU	Mechanical Engineering	14.1901	BS	Science and Engineering		Hybrid
ISU	Mechanical Engineering	14.1901	MS	Science and Engineering		Hybrid
ISU	Mechanical Engineering, Accelerated BS/MS	14.1901	BS	Science and Engineering		
ISU	Mechanical Engineering, Accelerated BS/MS	14.1901	MS	Science and Engineering		
UI	Aerospace	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Computer-Aided Engineering	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Material Behavior and Performance	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Design and Manufacturing	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	M.Engr.	College of Engineering	Moscow	Online
UI	Mechanical Engineering	14.1901	M.S.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	Minor	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	Ph.D.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Thermal Energy System Design and Analysis	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS	Science and Engineering	Pocatello	Hybrid

**Current Programs
Engineering and Engineering Related 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
ISU	Nuclear Science and Engineering	14.2301	MS	Science and Engineering	Idaho Falls Pocatello	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.	Science and Engineering	Idaho Falls Pocatello	Hybrid
UI	Nuclear Criticality Safety	14.2301	Graduate Certificate	College of Engineering	Idaho Falls	Online Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Graduate Certificate	College of Engineering	Idaho Falls	Online
UI	Nuclear Engineering	14.2301	M.Engr.	College of Engineering	Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Materials Engineering	14.2301	Graduate Certificate	College of Engineering		Online
UI	Nuclear Technology Management	14.2301	Graduate Certificate	College of Engineering	Idaho Falls	Online
ISU	Engineering and Applied Science: Measurement & Control Engineering	14.2701	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
ISU	Measurement and Control Engineering	14.2701	MS	Science and Engineering		Traditional (face-to-face)
BSU	Industrial Engineering	14.3501	Minor	Business and Economics		Traditional (face-to-face)
ISU	Geology: Engineering Geology Concentration	14.3901	BS	Science and Engineering	Idaho Falls Pocatello	Some portion online Traditional (face-to-face)
UI	Geological and Mining Engineering	14.3901	Minor	College of Engineering	Moscow	
UI	Geological Engineering	14.3901	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Geological Engineering	14.3901	M.S.	College of Engineering	Moscow	Online
UI	Robotics Engineering	14.4201	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Biological Engineering	14.4501	B.S.	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.Engr.	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.S.	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	Ph.D.	College of Engineering	Moscow	Online Traditional (face-to-face)
BSU	Electrical & Computer Engineering	14.4701	Ph.D.	Engineering	Boise	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.4701	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.4701	M.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor	14.4701	Emphasis	Engineering	Boise	Traditional (face-to-face)
UI	Engineering Management	14.9999	M.Engr.	College of Engineering	Moscow	Online
ISU	Civil Engineering Technician	15.0201	ATC	Technology	Pocatello	Online
ISU	Civil Engineering Technology	15.0201	AAS	Technology	Pocatello	Online
ISU	Civil Engineering Technology	15.0201	BAS			Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC	Technology	Pocatello	Hybrid
ISU	Civil Engineering, Accelerated BS/MS	15.0201	BS	Science and Engineering	Idaho Falls Pocatello	Some portion online Traditional (face-to-face)
ISU	Civil Engineering, Accelerated BS/MS	15.0201	MS	Science and Engineering	Idaho Falls Pocatello	Some portion online Traditional (face-to-face)
CSI	Electronic Engineering Technician	15.0303	AAS	Engineering, Physical, and Computer Sciences	Twin Falls	Some portion online Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	BTC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
ISU	Basic Electronics (RCET Robotics)	15.0303	ITC	Technology	Pocatello	Traditional (face-to-face)
ISU	Electrical Engineering Technology	15.0303	BS	Science and Engineering	Pocatello	Hybrid
ISU	Energy Systems Technology	15.0303	ITC	Technology	Pocatello	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	AAS	Technology	Pocatello	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC	Technology	Pocatello	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS	Technology	Idaho Falls Pocatello Twin Falls	Traditional (face-to-face)
ISU	Laser/Electro-Optics Technology	15.0304	ATC	Technology	Pocatello	Hybrid
BSU	Integrated Circuit Design	15.0306	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
CEI	Mechatronics Engineering Technology	15.0403	AAS	Trades and Industry	Idaho Falls	Traditional (face-to-face)
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS	Technology	Pocatello	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS	Technology	Pocatello	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	BTC	Technology	Pocatello	Hybrid
CSI	Automation Engineering Technology	15.0406	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	BTC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	BTC	Agriculture	Twin Falls	Hybrid Traditional (face-to-face)
NIC	Wastewater Treatment Plant Technician	15.0506	AAS	Trades and Industry	Coeur d'Alene	Traditional (face-to-face)
UI	Engineering Technology (Coeur d'Alene)	15.0612	B.S.Tech.	College of Engineering	Coeur d'Alene	Hybrid Traditional (face-to-face)
UI	Engineering Technology (Idaho Falls)	15.0612	B.S.Tech.	College of Engineering	Idaho Falls	Hybrid Traditional (face-to-face)

**Current Programs
Engineering and Engineering Related 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
UI	Engineering Technology (Moscow)	15.0612	B.S.Tech.	College of Engineering	Moscow	Hybrid Traditional (face-to-face)
UI	Technology Management	15.0612	M.S.	College of Engineering		Online
BSU	Semiconductor Device Physics	15.0616	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor Processing	15.0616	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	AAS	School of Industry, Engineering, and Trades	Nampa	Hybrid Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	BTC	School of Industry, Engineering, and Trades	Nampa	Hybrid Traditional (face-to-face)
ISU	Semiconductor Manufacturing Technology	15.0616	AAS	Technology	Pocatello	Hybrid
ISU	Semiconductor Manufacturing Technology	15.0616	ITC	Technology	Pocatello	Hybrid
UI	Human Safety Performance	15.0705	Undergraduate Certificate	College of Engineering	Idaho Falls	Online Traditional (face-to-face)
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS	Technology	Pocatello	Hybrid
CWI	Mining Technician	15.0901	AS	School of Science, Technology, and Math	Nampa	Hybrid
ISU	Professional Land Surveying	15.1102	Academic Certificate	Technology		Online
ISU	Surveying and Geomatics Engineering Technology	15.1102	BS	Technology	Pocatello	Hybrid
ISU	Surveying Technician	15.1102	BTC	Technology	Pocatello	Online
CSI	Drafting Technology	15.1302	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Drafting Technology	15.1302	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CWI	Drafting Technology	15.1302	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ATC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ITC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	BAS	Technology		Traditional (face-to-face)
ISU	Drafting, Architectural Drafting	15.1303	ITC	Technology	Pocatello	Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	AAS	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Engineering Technology - Civil Emph	15.1304	AAS	Career and Technical Education		
ISU	Drafting, Mechanical Drafting	15.1306	ITC	Technology	Pocatello	Traditional (face-to-face)
LCSC	Engineering Technology - Mechanical Emph	15.1306	AAS	Career and Technical Education		
NIC	Mechanical Design Engineering Technology	15.1307	AAS			
NIC	Mechanical Design Engineering Technology	15.1307	ATC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1307	ITC			
BSU	Nuclear Safeguards and Security	15.1401	Graduate Certificate	School of Public Service	Boise Moscow Pocatello	Online
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS	Technology	Pocatello	Hybrid
ISU	Energy Systems Nuclear Operations Technology: Licensed Operator concentration	15.1401	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician concentration	15.1401	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Nuclear Engineering Technology Management (online)	15.1401	BAS	Technology	Pocatello	Online
ISU	Nuclear Safeguards and Security	15.1401	Graduate Certificate	Science and Engineering	Boise Moscow Pocatello	Online
UI	Nuclear Safeguards and Security	15.1401	Graduate Certificate	College of Engineering	Boise Moscow Pocatello	Online
CEI	Energy Systems Technology	15.1701	AAS	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ATC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ITC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
ISU	Energy Systems Electrical Engineering Technology	15.1701	AAS	Technology	Pocatello	Hybrid

**Current Programs
Manufacturing Related 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
CEI	Welding Technology	48.0508	AAS	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ATC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ITC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	BTC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	BTC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	BTC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ITC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	BTC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	ITC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Operator	48.0510	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Computerized Machining Technology	48.0510	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Computerized Machining Technology: Machining Technology	48.0510	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Nuclear Welding	48.0508	Specialized Certificate	Technology	Pocatello	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Welding	48.0508	ITC	Technology	Pocatello	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	AAS	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ATC	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ITC	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	AAS	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ATC	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ITC	Career and Technical Education	Lewiston	Traditional (face-to-face)
NIC	Advanced Manufacturing Engineering and CNC Technologies	48.0510	A.A.S.	Trades and Industry	Coeur d'Alene	Hybrid
NIC	Computer Control Automation Technology	48.0501	ITC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	AAS	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ATC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Precision Machining	48.0501	ITC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	AAS	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ATC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ITC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)

WORK SESSION
AUGUST 12-13, 2026

SUBJECT

Work Session: Ready for AI: Preparing Postsecondary Students for an AI-Integrated World

BACKGROUND

Recent advances in artificial intelligence (AI) have reshaped all aspects of higher education. AI models continue to evolve quickly, and AI tools have become far more accessible to students and faculty alike. At the same time, the complex ethical considerations surrounding the use of AI platforms have led to ongoing discussions about the responsible and transparent use of this emergent technology in educational settings.

This work session centers on how generative and agentic AI (tools that can act on their own rather than simply answer questions) are changing the student learning experience across Idaho's public colleges and universities. It also examines how institutions are responding with intentional teaching approaches that keep student growth and development at the forefront.

Faculty and institutional leaders will share how they integrate AI into learning environments from a student's first days on campus. They will describe how they intentionally engage students with AI throughout their degree experience. Additionally, they will also explain how they help graduating students effectively navigate the demands of a rapidly-changing workforce.

PROPOSAL

The session highlights important systemwide initiatives alongside specific examples of how individual institutions are teaching students to use AI well throughout their time earning a degree. Institutions are reimagining how students learn, practice, and demonstrate mastery in a time when generative and agentic AI tools are widely available. Throughout this work, institutions remain focused on preserving the core outcomes that define a high-quality higher education experience, such as critical thinking, effective communication, and discernment.

IMPACT

As AI continues to evolve, it is crucial for educational institutions to embrace its potential while carefully navigating its challenges. This work session provides an opportunity for Board members to learn more about how college students are being introduced to AI while also being prepared for an AI-infused workplace.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff are leading the 4-year, \$4 million FIPSE grant, Accelerate Idaho, and are actively engaged with the Statewide AI Alliance. This group engages key stakeholders from each institution in sharing strategies and information. The purpose of this work session is to update the Board on the institutions' continued and evolving engagement with AI instruction over the course of students' degree experiences.

WORK SESSION
AUGUST 12-13, 2026

ATTACHMENTS

Attachment 1 – Ready for AI: Preparing Postsecondary Students for an AI-Integrated World

BOARD ACTION

No action needed; this agenda item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Not applicable.

REFERENCE

February 2024	The Board held an initial work session on generative artificial intelligence to learn about and discuss basic principles of this emerging technology and its applications in educational contexts.
October 2024	The Board held a second work session on generative artificial intelligence to learn about the impacts of this emerging technology on teaching and learning in higher education.
April 2025	The Board held a third work session on generative artificial intelligence focused on impacts of AI in K-12 contexts as well as in teacher preparation programs.

Ready for AI

Preparing Postsecondary Students for an AI-Integrated World

August 13, 2026 · Idaho State Board of Education
Instruction, Research and Student Affairs

Our Presenters



Liza Long

Director of Digital Learning and AI
Idaho State Board of Education



Kevin Rank

Department of Information Technology Management
Boise State University



Joel Gladd

Department Chair of Integrated Studies
College of Western Idaho



AI Literacy

Foundational Competencies that enable individuals to use and evaluate AI technologies responsibly, with a primary focus on generative AI.

1. **Understand** AI Principles
2. **Explore** AI Uses
3. **Direct** AI Effectively
4. **Evaluate** AI Outputs
5. **Use** AI Responsibly ([U.S. Department of Labor](#))



AI Fluency

Understand the fundamentals of how AI works; critically **evaluate** the application of AI tools in teaching, learning, scholarship, and the management of educational priorities; and **maintain vigilance** in evaluating tools and techniques to protect against bias, misuse, and misapplication. ([EDUCAUSE](#))

AI Fluency means interacting with AI systems in ways that are **effective, efficient, ethical and safe** ([Anthropic](#))

AI Ready

Eight Institutions. Eight Paths. One Destination

*AI-ready students can **understand, use, evaluate, and responsibly direct** AI tools in academic and workplace contexts, while maintaining **human judgment, ethical accountability, and disciplinary expertise.***

Accelerate Idaho: Statewide AI Ready Teaching and Learning

About the FIPSE grant

- \$4M over four years (2026-2029)
- Absolute Priority 1: “Advancing the Understanding and Use of AI in Postsecondary Education” ([FIPSE](#))
- Pass through grants to 8 Idaho IHEs
- Teaching and Learning with Technology Committee (TLTC)
- Funds student facing AI technology at all 8 IHEs

Idaho is a national leader in AI education

AI Catalysts

- 2 faculty AI champions at each institution
- Create statewide programming including webinars and trainings
- Annual Digital Learning Institutes (2027-2029) to replace virtual statewide AI Conference

Faculty champions share best practices and collaborate systemwide

GEM microgrants for assignment/course redesign

- Faculty stipends for assignment or course redesign to incorporate AI literacy/fluency
- Includes statewide AI training (developed by AI Catalysts)
- Shared through statewide Pressbooks and Canvas Commons (open education resources)

Students and faculty benefit from thoughtful AI integration

AI Innovation Awards

- Competitive grant process managed by TLTC
- Each institution may have up to 3 concurrent awards
- \$2.3 million total funding available over four years
- [Call for Proposals](#) sent 6/3; 17 proposals submitted

Researchers and institutions push boundaries

AI Ready at 4-Year Institutions

Case Study 1: Opportunities and Challenges at Boise State
University

DESIGN PRINCIPLE

AI fluency has to show up more than once

Students need repeated, context-specific encounters with AI across their coursework.

1

ENTRY

boisestate.ai access from day one • AI Literacy and Student Success online course • UF 123 (AI as a Social Disrupter) • LIBR 140 (AI & information literacy)

2

MID-PROGRAM

Ethics: UF 232, UF 233, PHIL 123 • Writing: WRITE 229 • Workplace application: INVN 325, ITM 310 / ITM 370, CS 432 • Discipline courses in nursing, health, design, cybersecurity

3

THROUGH-LINE

GenAI policy and student data guidance • AI Liaisons in every department • faculty AI toolkit and white papers • supported tools instead of unmanaged consumer accounts

AI literacy is discipline-specific. What a nursing student needs differs from writing, cybersecurity, or design.

Required Degree Courses Create Broad AI Touchpoints

Standard Nursing and COBE pathways give all students an AI touchpoint. These are not dedicated AI courses.

100%

NURSING

All standard Nursing pathways include NURS 224 Healthcare Technology and Informatics. It is not a dedicated AI course, but it creates a common touchpoint.

100%

BUSINESS (COBE)

All standard COBE pathways include ITM 310, where GenAI is introduced or discussed. It is a core business course, not a dedicated AI course.

4+

OTHER MAJORS

Required AI or AI related courses appear in Digital Innovation, Health Data Analytics, public health, and MS Data Science.

Faculty

CROSS CAMPUS AI

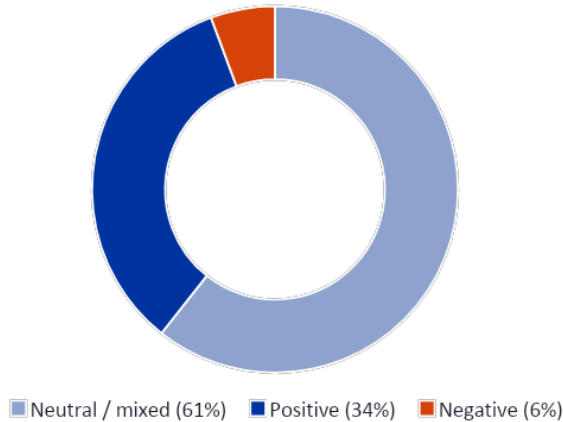
COBE's AI community includes Nursing and other units, creating a cross campus conversation about curriculum and practice.

Caveat: Standard pathways are shown. Transfer credit, substitutions, or other routes may meet requirements differently.

STUDENT VOICE

Students are pragmatic but unsure where the line is

SENTIMENT TOWARD GENAI (915 comments)



Students see practical value and real limits.

Directional classroom-response data (Fall 2024–Spring 2026); not a campus-wide misconduct rate.

"HAVE YOU USED AI TO CHEAT?" (317 classroom responses)



"Maybe" is the most important finding: 38% can't tell where legitimate AI support for activities like checking work, revising writing, tutoring, or brainstorming ends and misconduct begins.

CHALLENGES

Resource constraints (and a moving target)

CAPACITY CONSTRAINTS

- Protected faculty time to build AI literacy into courses
- Instructional design support and staffing capacity
- Tool access, licensing cost, privacy, and procurement
- Course-revision cycles are slower than tool releases
 - In my AI class, I update slides the day of class many times.

PACE OF CHANGE (MAY 2025 – MAY 2026)

100+

public ChatGPT / OpenAI product updates

200+

public Google / Gemini ecosystem updates

Counted from official release notes and changelogs.

Hard problem: Beyond teaching AI, we need to be giving students access to the agentic AI they will encounter in the workplace. Access to this form of AI is still rare across higher education.

AI Ready at 2-Year Institutions

Case Study 2: Opportunities and Challenges at the College of
Western Idaho

AI fluency must show up more than once

Students need repeated, context-specific encounters with AI across their time at CWI

1

ENTRY

Baseline AI literacy for student success and ethical use.

2

EARLY/MID-PROGRAM

Information & digital literacy, ethics, writing, disciplinary application

3

THROUGH-LINE

Standing student support (e.g., tutoring), policy guidance, faculty and staff capacity

AI literacy is discipline-specific. What students need in writing is different from ethics, healthcare, or cybersecurity.

Current AI Readiness at CWI



SUPPORTS ALREADY IN MOTION

- **Writing & AI Literacy Center** — standing student support
- **Gen Ed**
 - **CWI 101** — FYE, strong baseline for non-CTE students
 - **PHIL 123** — deep AI integration within Ethical Reasoning & GEM 5
 - **Digital Literacy Gen Ed** — updated Information and Digital Literacy competency, including AI-related outcomes
- **AI Studies emphasis** inside General Studies AA (2nd largest major, Fall 2027)
- **CTE: AI and Cloud Computing**
- **AI policy** — [CW 110](#), annual AI / emerging technologies training



STILL UNEVEN

- Program and course-level AI assessment practices *outside the existing or planned touchpoints*
- Dual / concurrent reach (*in progress with Stephen Crumrine*)
- CTE/AAS program-level integration outside the 4 AAS programs that require CWI 101
- Consistency of expectations and assessment across instructors



BROAD FOUNDATION

- ~97% of non-dual enrollment
- **CWI 101 + PHIL 123 + ENGL/COMM** provide a broad AI-literacy foundation.

Reach



CTE-SPECIFIC DEPTH

- ~12% → up to ~23% of CTE enrollment
- **Current:** 4 of 32 AAS programs require CWI 101
- **Planned:** CSEC/SWDV could add ~9–11 percentage points

Current

12%

Planned

23%

Challenges at CWI



CAPACITY CONSTRAINTS

- **Faculty development time** — protected time to develop AI literacy
- **Instructional design support**
- **Tool access and cost**
- **Pace of change** — tools shift faster than course-revision cycles



TECHNOLOGY-ACCESS CHALLENGE

- CWI uses **Microsoft Copilot / enterprise access** for baseline tool access; piloting other tools where needed
- Advanced courses (future course "AI and the Workplace") will cover **agentic workflows**, but agentic access is currently rare across higher education

***Hard problem:** giving access to the AI students will encounter in workplace practice*

Questions and Discussion

What new questions do you have about AI at our institutions?

What else would you like to learn more about AI Readiness?

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

TAB	DESCRIPTION	ACTION
1	BOARD AGENDA AND COVER PAGE CHANGES	Information Item
2	BOARD POLICY I.A. POLICY MAKING AUTHORITY – SECOND READING	Action Item
3	BOARD POLICY VII.C. CTE CERTIFICATION – SECOND READING	Action Item
4	EDUCATOR PREPARATION PROGRAM WORK GROUP REPORT	Information Item
5	GENERATIVE AI IN EDUCATION FRAMEWORK	Action Item
6	RULE DOCKET 08-0203-2602 CONTENT STANDARDS	Action Item
7	RULE DOCKET 08-0203-2601 GRADUATION REQUIREMENTS AND ASSESSMENT	Action Item
8	RULE DOCKET 08-0202-2601 BULLYING AND CERTIFICATION	Action Item
9	RULE DOCKET 08-0202-2602 DRIVER EDUCATION	Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

TAB	DESCRIPTION	ACTION
10	RULE DOCKET 08-0202-2603 ACCREDITATION TERMINOLOGY	Action Item
11	RULE DOCKET 08-0601-2601 RESOLUTION OF ATHLETICS PARTICIPATION DISPUTES	Action Item
12	RULE DOCKET 08-0111-2601 PROPRIETARY AND POSTSECONDARY ACCREDITATION	Action Item
13	STRATEGIC PLANS OF THE BOARD, AGENCIES AND INSTITUTIONS	Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Board Agenda and Cover Page Changes

BACKGROUND

As a part of continuous improvement, Board staff have identified opportunities to refine the materials provided to the Board for meetings. The organization, flow, and level of information included in materials has varied, particularly between committees and submitting entities.

The following areas for improvement were identified:

- Consistent use of the Board agenda template.
- Need to eliminate confusion between “information” items on the regular agenda and “informational” items provided at the end of the agenda.
- Organization of the information included in cover pages for agenda items.
- Clarity between background and the proposal being presented for Board discussion and/or action.

PROPOSAL

Board staff have developed a new cover page template designed to present pertinent information first, with legal citations and references moved to the end. The new cover page also changes the previous “Background/Discussion” section into two separate areas of content: Background and Proposal. Moving forward, the Background section will be used to provide foundational information, including circumstances in the past or present that resulted in the agenda item coming to the Board. The Proposal section will include the key information being presented to inform the Board or request their action.

Board staff has also renamed materials presented to the Board at the end of the agenda. These were previously named “Informational,” but were frequently confused with regular agenda items (presented on the BAHHR, IRSA, PPGA, or IDE agenda) that were for Board information. The materials at the end of the agenda will now be identified as “Reference Materials.” Thus, agenda items will be identified in the following ways:

- Consent items: Require Board action, but do not require Board discussion. Board members may request that agenda items be pulled from the Consent agenda and placed on the regular agenda if they believe a discussion will be helpful.
- Regular agenda items: Placed on the BAHHR, IRSA, PPGA, or IDE agendas and are identified as either Action (for a Board vote) or Information (to inform the Board and/or support a discussion). Board members may shift an Action item to Information or vice versa.
- Reference Materials: Reports, presentations, and other documentation to provide the Board with additional information or as required by law or Board Policy that do not require a vote or discussion during the Board meeting.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

IMPACT

The new agenda item cover page template and agenda naming conventions are in effect for the first time beginning with the August 2026 meeting. Staff anticipate that adjustments could be made in the coming months based on implementation feedback from Board members or stakeholders.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

ATTACHMENTS

Attachment 1 – Board Cover Page Sample with Guidance

BOARD ACTION

This item is for informational purposes only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026
Board Meeting Materials - Sample Board Cover Page with Guidance for Use

ATTACHMENT 1

BACKGROUND should provide historical and current context related to the proposal. Be concise while providing the Board with the info they need. Please include recent Board decisions (typically within the last 2 years) *directly* related to the decision.

IMPACT should clarify what the Board can expect based on their decision (action items) or the work that will happen next related to the topic (discussion items).

Please limit your **ATTACHMENTS** to those closely related to the decision or discussion and use concise titles.

Please follow the formatting and order (statute, rule, Board policy) presented in the **APPLICABLE STATUTE, RULE OR POLICY**.

SUBJECT

Board Policy X.O. Made Up Committee – First Reading

Please create a concise **SUBJECT** title (think topic, not details).

BACKGROUND

Since it was established in 2020, the Made Up Committee (Committee) has completed some very important tasks and provided valuable recommendations to the Board. The Committee has six members that fill the following designated positions:

- Made up member with relevant experience
- Another made up member

In the past, the work of the Committee has focused on made up things.

PROPOSAL

The proposed amendments to Board Policy X.O. would adjust both the size and scope of the Made Up Committee. As shown in Attachment 1, two additional designated positions would be added to the Committee. The scope of the Committee's work would be expanded to include some additional made up things.

PROPOSAL should present the request (action items) or key points for Board information or discussion points (information items) for the Board's consideration.

IMPACT

The proposed changes to Board Policy X.O. are designed to improve the balance of the Made Up Committee to ensure appropriate representation of stakeholder groups to allow vetting of recommendations before they come to the Board.

If the Board approves the first reading of the proposed changes to Board Policy X.O., the draft policy will be posted for public comment before it returns to the Board for a second reading.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes to Board Policy X.O. have been collaboratively developed by the agencies that will support the work of the committee. Staff has also invited input from the stakeholders currently represented and those that will be included if the policy moves forward.

Board staff recommends approval.

BOARD STAFF COMMENTS AND RECOMMENDATIONS should be left blank. Board staff will complete this section.

ATTACHMENTS

Attachment 1 – Board Policy X.O. Redline

BOARD ACTION

I move to approve the first reading of amendments to Board Policy X.O. Made Up Committee, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

In **BOARD ACTION**, please draft a motion for the Board decision. For discussion items, please put “No action needed; this agenda item is for informational purposes only.”

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-0000
IDAPA 08.02.00.000
Board Policy X.O. Made Up Committee

REFERENCE

April 2020

December 2021

June 2023

Board approved the second reading of Board Policy A.A., creating the Made Up Committee.
Board approved the second reading of amendments to Board Policy A.A. and X.O., moving the policy governing the Made Up Committee to section X.O.
Board approved the second reading of amendments to Board Policy X.O., designating the committee's member positions to require certain experience.

REFERENCE should include the relevant history (Board actions and other history as needed) as determined by the OSBE staff that supports the Committee.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Board Policy I.A. Policy Making Authority – Second Reading

BACKGROUND

The process for the creation of Board policies is outlined in Board Policy I.A. Policy Making Authority. Because this section of policy has not been updated since 2008, it is not aligned to current or ideal practices.

The Board approved the first reading of Board Policy I.A. in June 2026. Stakeholder feedback was received between the first and second readings, which has resulted in changes to the proposal.

PROPOSAL

The proposed amendments to Board Policy I.A. are intended to update, clarify, and improve the process used to create and amend Board Policies. The most significant proposed updates to the policy process are as follows:

- In addition to basic corrections, the Executive Director will be given authority to approve edits for clarity or consistency.
- All policy change requests, regardless of source, will be submitted to the Policy Officer / Policy Director rather than the Executive Director, allowing staff to vet ideas before discussing them with the Executive Director and Deputy Director.
- The policy amendment process will be managed by the Policy Officer / Policy Director, Chief Academic Officer, and/or Chief Financial Officer.
- Board staff will ensure that the source institution, agency, or individual can provide substantial feedback during the development process.
- There will be at least two opportunities for feedback on proposed changes to Board Policy. To the extent feasible, stakeholders will be engaged prior to the first reading, and both stakeholders and the public will have opportunity to comment between the first and second readings.

Between the first and second readings, the proposal was changed in the following ways:

- A definition of the position of Policy Officer / Director was added.
- The Board Policy amendment process (subsection 7.c.) was edited to clarify that externally submitted policy change requests will be managed by the Policy Officer / Director. Internally submitted policy changes will be managed through the appropriate OSBE team and the Policy Director will be informed.
- The policy amendment process (subsection 7.c.) was amended to clarify to the extent feasible, Board staff will engage institutional and agency stakeholders prior to the first reading, while the broader public will be engaged through the public comment period between readings.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IMPACT

Approval of the proposed amendments will ensure the Office of the State Board of Education has a clear, consistent process to use for future policy amendments. The revised policy will all set expectations for stakeholders and public engagement.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy I.A. Redline

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.A. Policy Making Authority, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Board Policy I.A. Policy Making Authority

REFERENCE

June 2026

Board approved the first reading of the proposed amendments to Board Policy I.A.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: A. Policy Making Authority

~~December 2008~~ August 2026

1. Purpose: This policy outlines the process for maintaining and amending the the State Board of Education's Governing Policies.

2. Definitions

- a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.
- b. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.
- c. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.
- d. Policy officer / director: The staff member within the Office of the State Board of Education who has oversight of the Board Policy Manual.

3. Oversight

~~The Governing Policies provide broad basic principles that generally form the foundation for Board procedures.~~ The State Board of Education and the Board of Regents of the University of Idaho (hereinafter referred to as the Board) ~~intends each organization~~ expects all institutions and its agencies ~~under its governance~~ to follow the policies ~~and procedures~~ outlined herein. ~~As used throughout these policies and procedures, unless otherwise specified, "institutions" refers to Boise State University, Idaho State University, Lewis Clark State College, and University of Idaho. "Agencies" refers to the State Department of Education, Idaho Educational Public Broadcasting, the Idaho Division of Career Technical Education, the Idaho Division of Vocational Rehabilitation, and the Office of the State Board of Education.~~

North Idaho College, College of Eastern Idaho, College of Southern Idaho and College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference.

4. Powers and Duties

The Board, as the designated policy-making body for the institutions and agencies ~~under its governance~~, has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 *et seq.* of the Idaho Code, as may be amended. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. That responsibility is hereby delegated to the respective agency administrators and institutional presidents ~~chief executive~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: A. Policy Making Authority**~~December 2008~~ **August 2026**

~~officers.~~ Members of the Board, as representatives of the State and its citizens, may exercise official authority only when the Board is in session or when they are acting on behalf of the Board pursuant to its direction.

53. Policy Decisions

~~Assisted in its deliberations by the executive director, the chief executive officers, and other institutional or agency constituencies, t~~The Board undertakes policy-making decisions in areas ~~such as~~ including, but not limited to, the following:

~~a. Consideration of policy proposals of the office of the Board, chief executive officers, employees, and other interested parties in accordance with established Board procedures.~~

~~b.~~ • Adoption of policies to ensure the effective internal management of the institutions or agencies, and to encourage the highest quality of service by Board employees.

• Policies that provide detailed expectations regarding implementation of state law.

~~c.~~ • Review of and action on the goals and objectives, including the statements of role and mission, of each institution and agency.

~~d.~~ • Evaluation of the administration and execution of Board policies.

~~e.~~ • Approval or disapproval of other policy matters requiring action by the Board.

64. Conformance with State and Federal Law

All Board Governing Policies and Procedures and the internal policies and procedures of ~~the its~~ institutions, ~~and~~ agencies under the governance of the Board, and community colleges will comply with and be in conformance to applicable laws.

75. Adoption, Amendment, or Repeal of Board Policies**a. Executive Director Authorization for Policy Corrections**

The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies as may be necessary in such areas as edits for clarity and uniformity, typographical errors, cross-references, terminology and formatting changes for consistency, and citations of state and federal statutes.

b. Board Policy Change Requests

The following entities and individuals may submit a Board policy change request to the policy officer / director of the Board:

~~Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: A. Policy Making Authority

~~December 2008~~ **August 2026**

- ~~A~~any member of the Board,
- ~~T~~he executive director,
- ~~A~~or any member of the Office of the State Board of Education (OSBE) leadership team, ~~chief executive officer~~
- Any agency administrator or institutional president,
- Agency and institutional employees and students, through the agency administrator or institutional president. ~~Persons who are employees of the institutions or agencies, or students or student groups, must file a written request with the chief executive officer of an institution or agency, or his or her designee, to receive Board consideration.~~
- An Idaho resident, other than those described above, ~~through submission of a written request to the policy officer / director of the Board. may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board.~~

If the subject matter of the presentation concerns an institution, agency, or department of the Board, the ~~policy officer / director will notify the~~ executive director ~~and the agency administrator or institutional president. will also notify the appropriate chief executive officer of the nature of the request. Adoption, amendment, or repeal of Board policies will be submitted to the Board in a timeframe established by the Executive Director.~~

c. Management of the Board Policy Amendment Process

- i. ~~The Board policy officer / director shall receive all externally submitted Board policy change requests and partner with the executive director and/or deputy director to determine whether change requests are acted upon and the timing of such action.~~
- ii. ~~The Board policy officer / director shall oversee and/or redirect all Board policy change requests. The amendment process shall be directed by the Board policy officer / director, the chief academic officer, or the chief financial officer, as appropriate.~~
- iii. ~~Board policy change requests submitted by a Board member, institution, or agency under the governance of the Board shall be managed by OSBE, with considerable input from the individual or entity that submitted the request.~~

d. ~~b.~~ Board Policy Amendment Process

- i. ~~Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading.~~
- ii. ~~To the extent feasible, for all substantive changes to the Board's Governing Policies, OSBE will engage impacted institutional and agency stakeholders prior to the first reading of the proposed changes by the Board.~~
- iii. ~~During the interim between the first reading and Board action, the proposed policy changes will be posted on the State Board of Education website to allow members of the public to submit comment. chief executive officers will~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: A. Policy Making Authority

~~December 2008~~ **August 2026**

~~seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.~~

- e. ~~The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross references, and citations of state and federal statutes.~~

86. Catalog of Bylaws, Maintenance and Review of Governing Policies and Procedures, and Rules

~~The executive director~~ **OSBE shall** ~~maintains a catalog of Board Bylaws, all Governing Policies and Procedures, and Board rules and make them accessible to the public on the State Board of Education website. Governing policies will be reviewed no less than every five years per a timeline established by the policy officer / director. The scheduled review of a policy may be adjusted if the policy is amended prior to its scheduled review. Official copies of Board Bylaws and Board Governing Policies and Procedures will be provided to members of the Board and the chief executive officers for their own use. In addition, official copies will be provided to each chief executive officer for use at the institution or agency. One of these official copies must be made available by each chief executive officer for use at a convenient location by employees, students, and other interested parties.~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Board Policy VII.C. CTE Certification – Second Reading

BACKGROUND

Board Policy VII.C. outlines the endorsement areas that may be issued to individuals holding a Career Technical Educator (CTE) instructional certificate. As part of the Idaho Division of Career Technical Education's (Division) annual review process to update existing standards and develop new standards for emerging CTE programs, impacted endorsement areas are also evaluated to ensure alignment and consistency.

The Board approved the first reading of Board Policy VII.C. at the June 2026 meeting.

PROPOSAL

The proposed revisions update the endorsement language concurrently with program content standards, strengthening CTE systems alignment. Both the program content standards and endorsement changes are done based on feedback from CTE educators and industry partners. These amendments do not impact degree-based CTE certificate endorsements. The following changes to CTE endorsement areas are proposed:

- Elimination of the Business Digital Communications (6-12) endorsement
- Addition of a new Digital Communications (6-12) endorsement
- Addition of a new Forest Products (6-12) endorsement

Based on feedback from CTE stakeholders, the following changes were made to the policy between first and second reading:

- The Cosmetology endorsement language was corrected to reference the correct cosmetology occupational license required in Idaho for those teaching cosmetology and for students to be eligible for licensure.
- Addition of a new Military Science (6-12) endorsement, which was referenced at the June Board meeting and inadvertently omitted from the attachment for the first reading.
- Edits to correct reference citations and other language improvements that are nonconsequential in nature.

IMPACT

The proposed revisions to CTE certificate endorsement areas will align educator qualification requirements with CTE program standards developed in collaboration with industry partners and facilitated by the Division. Adoption of the proposed amendments will allow new endorsements to be issued for Digital Communications (6-12), Forest Products (6-12), and Military Science (6-12). These updates are intended to strengthen alignment between educator preparation, industry expectations, and workforce needs.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes represent long-term strategic work by the Division in partnership with industry. The Division implemented a thorough review process to develop the proposed endorsement language aligned to the CTE program content standards. Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy VII.C. Second Reading

BOARD ACTION

I move to approve the second reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-2201, § 33-2203, and § 33-2205
Board Policy VII.C. Career Technical Educator Certification

REFERENCE

August 2025	Board approved first reading of proposed amendments to Board Policy VII.C., adding one new Aviation endorsement area and making technical corrections.
October 2025	Board approved second reading of proposed amendments to Board Policy VII.C., adding one new Aviation endorsement area and making technical corrections.
June 2026	Board approved first reading of proposed amendments to Board Policy VII.C.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION

Subsection: C. Career Technical Educator Certification

OctoberAugust 20256

Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified to provide instruction in. Endorsement eligibility is determined by the Idaho Division of Career Technical Education (Division) as applicable to the type of career technical education certification, and industry experience as aligned to the industry-validated program standards. Career technical education certificate endorsements consist of the following:

1. Endorsements A-C

- a. Administrative Services (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations Administrative Services program content standards and inclusive of the performance standards.
- b. Agribusiness (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales Agribusiness program content standards and inclusive of the performance standards.
- c. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing Agriculture Food Science and Processing Technologies program content standards and inclusive of the performance standards.
- d. Agriculture Leadership and Communications (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: applied communication and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles Agriculture Leadership and Communication program content standards and inclusive of the performance standards.
- e. Agriculture Mechanics and Power, Structural, and Mechanical Systems (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: safety practices; tools and hardware; metal

~~technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems~~ Agriculture Power, Structural, and Mechanical Systems program content standards and inclusive of the performance standards.

~~e.f.~~ Aircraft Maintenance (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and propulsion systems, and other components; aircraft maintenance principles and practices; maintenance tools and equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance~~ Aircraft Maintenance program content standards inclusive of the performance standards.

~~f.g.~~ Animal Science (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management~~ Animal Science program content standards inclusive of the performance standards.

~~g.h.~~ Apparel/ and Textiles (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety~~ Apparel and Textiles program content standards inclusive of the performance standards.

~~h.i.~~ Applied Accounting (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long term assets; and payroll procedures~~ Applied Accounting program content standards inclusive of the performance standards.

~~i.j.~~ Automated Manufacturing (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: lab organization and safety practices, blueprint reading, measuring, computer aided design (CAD); computer aided manufacturing (CAM), computer numeric control (CNC); fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials handling systems, and additive (3D) printing~~ Automated Manufacturing program content standards inclusive of the performance standards.

~~j.k.~~ Automotive Collision Repair (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: auto body collision repair practices; tools; trade skills in refinishing, welding, and painting~~ Automotive Collision Repair program content standards inclusive of the performance standards.

~~k.l.~~ Automotive Maintenance and Light Repair (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas:~~

~~service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems~~ Automotive Maintenance and Light Repair program content standards inclusive of the performance standards.

- ~~l.m.~~ Aviation (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: aviation careers/career planning; engineering design; forces of flight; aircraft classifications; aircraft systems and design; aircraft performance; unmanned aircraft systems; aviation weather theory and services; airspace and navigation reviews; flight planning; flight instruments; aircraft documents and regulations; airport operations; pilot responsibilities; and aeromedical factors~~ Aviation program content standards inclusive of the performance standards.
- ~~m.~~ Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
- ~~n.~~ Business Management (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility~~ Business Management program content standards inclusive of the performance standards.
- ~~o.~~ Cabinetmaking and ~~Bench Carpentry~~ Fine Woodworking (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading Cabinetmaking and Fine Woodworking program content standards inclusive of the performance standards.
- ~~p.~~ Certified Welding (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques~~ Agriculture Welding and Welding program content standards inclusive of the performance standards. Instructor must demonstrate at least one American Welding Society (AWS) industry inspected and passed weld.
- ~~q.~~ Child Development and Services (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: early childhood education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and~~

- ~~community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education~~ Early Childhood Education program content standards inclusive of the performance standards.
- r. Commercial Photography (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software~~ Commercial Photography program content standards inclusive of the performance standards.
 - s. Computer Support (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry~~ Computer Support program content standards inclusive of the performance standards.
 - t. Construction Trades Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading~~ Construction Trades program content standards inclusive of the performance standards.
 - u. Cosmetology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications~~ Cosmetology program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho cosmetology instructor license or certificate as a cosmetologist.
 - v. Culinary Arts (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options~~ Culinary Arts program content standards inclusive of the performance standards.
 - w. Cybersecurity (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity~~ Cybersecurity program content standards inclusive of the performance standards.
2. Endorsements D-Na.
- a. Dental Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: dental professions pathways;~~

~~ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology~~ Dental Assisting program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

b. Digital Communications (6-12). Industry experience demonstrating applied competence in the majority of the Graphic Design program content standards inclusive of the performance standards.

b-c. Digital Media Production (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills~~ Digital Media Production program content standards inclusive of the performance standards.

e-d. Drafting and Design (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two and three dimensional drawings, manual drafting, and computer aided design~~ Drafting and Design program content standards inclusive of the performance standards.

d-e. Ecology and Natural Resource Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management~~ Ecology and Natural Resource Management program content standards inclusive of the performance standards.

e-f. Electrical Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: digital and solid state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician~~ Electrical program content standards inclusive of the performance standards.

f-g. Electronics Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: digital and solid state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools~~ Electronics Technology program content standards inclusive of the performance standards.

- g-h. Emergency Medical Technician (EMT) (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website)~~ Emergency Medical Technician program content standards inclusive of the performance standards. Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
- i. Firefighting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code~~ Firefighting program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
- h-j. Forest Products (6-12). Industry experience demonstrating applied competence in the majority of the Forest Products program content standards inclusive of the performance standards.
- i-k. Graphic Design (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communication; communication; editing and proofreading; graphic design in digital media; and applied art~~ Graphic Design program content standards inclusive of the performance standards.
- j-l. HVAC Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: ~~installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers~~ HVAC program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
- k-m. Heavy Duty Truck and Equipment (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications~~ Heavy Duty Truck and Equipment program content standards inclusive of the performance standards.
- l-n. Hospitality Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: business structures;~~

economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations Hospitality Management program content standards inclusive of the performance standards.

m.o. Hospitality Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas:~~ careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management Hospitality Services program content standards inclusive of the performance standards.

n.p. Industrial Mechanics (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas:~~ industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance Industrial Maintenance Mechanics program content standards inclusive of the performance standards.

e.g. Journalism (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas:~~ legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership Journalism program content standards inclusive of the performance standards.

p.r. Law Enforcement (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas:~~ knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems Law Enforcement program content standards inclusive of the performance standards.

e.s. Marketing (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas:~~ economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis Marketing program content standards inclusive of the performance standards.

r.t. Medical Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas:~~ human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance Medical Assisting program content standards inclusive of the performance standards. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.

s.u. Military Science (6-12). Military experience demonstrated applied competence in the majority of Military Science program content standards inclusive of the performance standards. Instructor must hold a current and valid JROTC/ROTC instructor certification through the military division in which they served.

t.v. Networking Support (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations~~. Network Support program content standards inclusive of the performance standards.

u.w. Nursing Assistant (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency~~ Nursing Assistant program content standards inclusive of the performance standards. Instructor must hold current and valid Idaho registered nursing license and be approved as a certified primary instructor through Idaho Department of Health and Welfare.

3. Endorsements O-Za.

a. Ornamental Horticulture (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture~~. Ornamental Horticulture program content standards inclusive of the performance standards.

b. Pharmacy Technician (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: patient profile establishment and maintenance; insurance claim preparation; third party insurance provider correspondence; prescription and over the counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation~~. Pharmacy Technician program content standards inclusive of the performance standards. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.

c. Plant and Soil (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety~~. Plant and Soil program content standards inclusive of the performance standards.

d. Plumbing Technology (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in technical subjects and skills related to the plumbing trade

- as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: ~~repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities~~ Plumbing program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a plumber.
- e. Powersports and Outdoor Power Equipment (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: workplace safety; tools and equipment; precision measuring instruments and fasteners; unit, equipment, and component identification; engine repair, lubrication, and cooling; electrical/electronic systems; fuel, ignition, and engine management systems; drives, clutches, axles, and transmission systems; wheels, tires and brake systems; chassis, suspension, and steering systems; and hydraulic systems~~ Powersports and Outdoor Power Equipment program content standards inclusive of the performance standards.
 - f. Pre-Engineering Technology (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles~~ Pre-Engineering program content standards inclusive of the performance standards and indicators.
 - g. Precision Machining (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques~~ Precision Machining program content standards inclusive of the performance standards.
 - h. Programming and Software Development (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support~~ Programming and Software Development program content standards inclusive of the performance standards.
 - i. Rehabilitation Services (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies~~ Rehabilitation Services program content standards inclusive of the performance standards. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of rehabilitation study.
 - j. Small Engine Repair (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: small gasoline engine construction and performance; industry-related resources; equipment used to~~

~~diagnose and troubleshoot issues; repair; entrepreneurship; and customer service~~
Agriculture Small Engine Repair program content standards and inclusive of the performance standards.

- k. Web Design and Development (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: web page development, webpage design and layout, integration of web pages, web planning and organizational standards, and web marketing.~~ Web Design and Development program content standards inclusive of the performance standards.
 - l. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and demonstrate completed ~~coursework~~training in coordination of work-based learning programs.
4. Degree Based Career Technical Certificate Endorsements:
- a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
 - b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
 - c. Computer Science (6-12). Successful attainment of an institutional recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying IDAPA 08.02.02.015.04.a. Board Policy IV.D.2.k, Computer Science (6-12).
 - d. Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber- systems thinking, and advanced topics in cybersecurity
 - e. Engineering (6-12). Successful attainment of an institutional recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying IDAPA 08.02.02.015.04.a. Board Policy IV.D.2.q, Engineering (6-12).
 - f. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the

science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.

- g. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
 - h. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.
5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
- a. Agricultural Business Management (6-12)
 - b. Agricultural Power Machinery (6-12)
 - c. Agricultural Production (6-12)
 - d. Animal Health and Veterinary Science (6-12)
 - e. Aquaculture (6-12)
 - f. Business Management/Finance (6-12)
 - g. Child Development Care and Guidance (6-12)
 - h. Culinary Arts (6-12)
 - i. Dietitian (6-12)
 - j. Farm and Ranch Management (6-12)
 - k. Fashion and Interiors (6-12)
 - l. Food Service (6-12)
 - ~~m.~~ m. Forestry (6-12)
 - ~~n.~~ n. Horticulture (6-12)
 - ~~o.~~ o. Information/Communication Technology (6-12)
 - ~~p.~~ p. Microcomputer Applications (6-12)
 - ~~q.~~ q. Natural Resource Management (6-12)
 - ~~r.~~ r. Networking and Computer Support (6-12)
 - ~~s.~~ s. Orientation to Health Professions (6-12)
 - ~~t.~~ t. Programming and Web Design (6-12)
6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Educator Preparation Program Work Group Report

BACKGROUND

In early 2026, Superintendent Critchfield convened the leaders of Idaho's public educator preparation programs (EPPs) to discuss data related to classroom management challenges faced by new teachers, many of whom enter the field from Idaho's higher education institutions. The Educator Preparation Program Work Group (EPP Work Group) was charged with developing a plan to improve pre-service classroom management support.

The EPP Work Group spent four (4) months conducting an in-depth analysis and formulating strategies. EPP staff reviewed the Superintendent's priority concerns; mapped existing coursework, field experiences, and assessments across institutions to frameworks like multi-tiered systems of support (MTSS) and the Danielson Framework; and defined plain language competency statements for each concept.

PROPOSAL

This item updates the Board on a collaborative effort among the public postsecondary Educator Preparation Programs and the superintendent.

Adopting a shared set of Key Concepts for Classroom Management gives Idaho's educator preparation programs a common statewide foundation for classroom management preparation while preserving each institution's flexibility in how it teaches and assesses that foundation. This will improve consistency in what new teachers know and can do when they enter Idaho classrooms from public postsecondary educator preparation programs.

The final deliverables are a memo outlining the EPP's plan to address the Superintendent's concerns (Attachment 1), and supporting documentation that offers a transparent account of both strengths and gaps across the four (4) programs (Attachment 2).

IMPACT

Any proposals impacting statute, rule, Board Policy, or budgets that are deemed viable for action as a result of this work will be brought to the Board through the appropriate process.

The resource requests identified by the EPP Work Group, while not actionable with this Board item, speak to the ways this established collaboration will continue to positively impact teacher education programs. These recommendations will now be shared with all educator preparation programs in the state.

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BOARD STAFF COMMENTS AND RECOMMENDATIONS

This framework was developed collaboratively by the four participating institutions at the Superintendent's request and reflects input from program faculty in alignment with the Superintendent's priority concerns. Staff have participated in the EPP Work Group meetings and have reviewed the key concepts and the accompanying alignment materials.

Board staff recommends the Board consider formalizing the role and function of this public postsecondary Educator Preparation Program Work Group through future Board action.

ATTACHMENTS

Attachment 1 – EPP Classroom Management Memo

Attachment 2 – Idaho Public EPP Content Alignment to Danielson and MTSS

BOARD ACTION

This item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-101, § 33-114, § 33-1207A

IDAPA 08.02.02.015, Subsections 01, 02 and 03; IDAPA 08.02.02.021

State Board Policy IV.D.

MEMORANDUM

TO: Superintendent Critchfield
FROM: Idaho Public Educator Preparation Programs: EPP Working Group
DATE: May 25, 2026
RE: Classroom Management Preparation in Idaho's Public EPPs: Findings and Recommendations

I. Executive Summary: What We Found and What We Recommend

The EPP Working Group, made up of representatives from Idaho's four public educator preparation programs (BSU, ISU, LCSC, and UI), are pleased to report our findings from our inquiry into classroom management approaches across our four educator preparation programs. All four programs are teaching and assessing the same core skills: building positive learning environments, establishing classroom routines, proactively managing behavior, and communicating with families. All programs require candidates to demonstrate those skills in supervised field placements before receiving a program recommendation, and these core areas can also be improved and emphasized through additional practice. This inquiry also revealed areas for continued growth and collaboration with the Superintendent, IDE, OSBE, and other state educator preparation programs.

The area presenting the greatest opportunity for continued growth involves preparing preservice teachers for the most intensive and least predictable behavioral situations they may encounter in schools. Because Tier 3 behavioral interventions often involve significant safety, legal, and multidisciplinary considerations, mentor teachers and specialized personnel appropriately maintain primary responsibility during clinical placements. However, additional structured opportunities for supervised participation could further strengthen candidate readiness.

The working group recommends that **the shared concepts for classroom management** identified below serve as the agreed-upon statewide foundation for classroom management preparation. We also recommend targeted steps, some of which the public educator preparation programs can take immediately, and others that require state-level support, to close the gap at Tiers 2 and 3.

WHAT WE CAN DO NOW

Within our current constraints, all four programs commit to strengthening Tier 2/3 field experiences, aligning assessments, and sharing best practices across institutions.

WHAT WE COULD DO WITH SUPPORT

With sustained collaboration and targeted state-level support, including endorsement redesign, new faculty lines, and a Behavior Specialist Endorsement, EPPs could significantly expand the depth and specialization of classroom management preparation.

HOW WE WANT TO PARTNER

We look forward to working directly with the Superintendent, OSBE, IDE, and other stakeholders to co-design solutions, share data, and participate in ongoing accountability for this priority area.

The working group recognizes that schools nationwide are experiencing increased behavioral, mental health, attendance, and engagement challenges following the pandemic era and amid ongoing educator shortages. These realities affect novice and veteran educators alike and reinforce the importance of coordinated statewide support spanning preservice preparation, induction, professional development, and school-based systems of support.

II. Proposed Shared Concepts for Classroom Management

Based on a review of coursework, field experiences, and assessments across all four programs, the working group proposes the following four shared concepts as the shared statewide foundation for classroom management preparation. These concepts appear across all institutions, are aligned to the Danielson Framework, are teachable and observable, are directly relevant to every novice teacher, and offer areas of focus for further improvements.

Baseline: Understand and Apply a Multi-Tiered System of Supports (MTSS)

Definition	All teachers, and not just specialists, need a working understanding of how schools organize support for students across three levels of need. Teachers play a direct role in Tier 1 and Tier 2 supports and must be able to recognize when a student needs more intensive help and how to collaborate with the team that provides it.
The public EPPs teach preservice teachers how to...	- Describe the purpose and structure of MTSS/PBIS and their own role within it. - Implement Tier 1 supports consistently for all students in their classroom. - Collect and use basic behavioral data to identify students who may need Tier 2 support. - Participate productively in Tier 2 and Tier 3 planning conversations with school support staff, even when they are not leading those efforts.

Shared Concepts for Classroom Management

1	Create a Positive, Structured Learning Environment
Definition	A well-managed classroom begins before any behavioral issue arises. Teachers establish a physical and emotional environment where all students feel safe, respected, and clear about expectations. This includes setting up routines and procedures, building relationships with students, and creating conditions that prevent most behavior problems from occurring.
The public EPPs teach preservice teachers how to...	- Design and teach clear classroom routines and procedures from the first day of school. - Build positive relationships with students by demonstrating respect, consistency, and genuine interest in their success. - Arrange the physical and instructional environment to support engagement and minimize disruption. - Establish and communicate behavioral expectations in age-appropriate, culturally responsive ways.
2	Establish Classroom Routines and Procedures

Definition	Predictable routines and procedures are the structural backbone of a well-managed classroom. When students know exactly what to do (how to enter the room, transition between activities, ask for help, or wrap up at the end of class), teachers spend less time redirecting behavior and more time teaching. Effective routines reduce anxiety, increase on-task time, and create a consistent structure that all students, especially those with behavioral or learning challenges, need to succeed.
The public EPPs teach preservice teachers how to...	• Design and explicitly teach procedures for routine classroom activities rather than assuming students will infer them. • Practice and reinforce routines with students, especially at the start of the year and after extended breaks, so that procedures become automatic rather than requiring ongoing teacher redirection. • Use consistent, predictable lesson structures (e.g., a warm-up, work time, closure) so students understand the flow and purpose of each class period. • Adapt routines to be culturally responsive and accessible for students with diverse learning needs, including students with disabilities and English language learners.

3	Manage Student Behavior: Proactive and Responsive Strategies
Definition	Effective teachers use a range of strategies — both proactive and responsive — to maintain a productive learning environment. They understand that behavior management is not one-size-fits-all and can select and apply strategies appropriate to the situation, the student, and the level of need.
The public EPPs teach preservice teachers how to...	• Apply a hierarchy of behavioral interventions, starting with the least intrusive and escalating as needed. • Use proactive strategies (e.g., proximity, redirection, positive reinforcement) to prevent escalation. • Respond to behavioral incidents calmly, consistently, and in ways that preserve student dignity. • Reflect on the effectiveness of strategies used and adjust based on student response.

4	Manage Family and Community Communication
Definition	Positive relationships with families and the broader school community are a core component of effective classroom management. Teachers who communicate proactively — not just when problems arise — build trust that makes it easier to address challenges when they occur.
A novice teacher can...	• Initiate positive communication with families early and regularly, not only in response to problems. • Communicate clearly and respectfully with families from diverse cultural and linguistic backgrounds. • Use conferences, written communication, and other tools to keep families informed and engaged as partners. • Connect students and families with school and community resources when additional support is needed.

III. What the Working Group Did

The EPP Key Concepts Working Group, made up of representatives from the four educator preparation programs directly governed by the Idaho State Board of Education, convened as a collaboration between the public teacher preparation programs, OSBE, and the Superintendent to examine how Idaho's four public EPPs are currently preparing teacher candidates in classroom management. The group:

- Reviewed and synthesized Superintendent Critchfield's statewide data on challenges facing teachers in the areas of Classroom Management and Student Behaviors.
- Mapped existing coursework, field experiences, and assessments across all four institutions using the MTSS structure: Tier 1 (all students), Tier 2 (some students that need extra support), and Tier 3 (a few students that need intensive support).
- Used the Danielson Framework, the statewide standard for evaluating teacher practice in Idaho, as a shared reference point for identifying competencies.
- Identified concepts shared across all programs that should form the statewide foundation for classroom management preparation (Proposed Shared Concepts, above).
- Examined what all four programs have in common, where they diverge, and where preparation falls short relative to what new teachers are encountering in schools.

IV. Detailed Findings

Idaho's teachers, administrators, and mentor educators continue to demonstrate remarkable adaptability in responding to increasingly complex classroom environments.

Strengths: What All Four Programs Do Well

All four institutions share a strong common foundation in Tier 1 classroom management, the practices that benefit every student in every classroom. Across BSU, ISU, LCSC, and UI, teacher candidates learn and are assessed on:

- Building positive, respectful learning environments (Danielson Domain 2).
- Establishing clear classroom routines, procedures, and transitions (Domain 2C).
- Setting behavioral expectations and managing student behavior proactively and reactively (Domain 2D).
- Communicating with families and connecting with the broader school community (Domain 4C).

Importantly, this content is not just taught in a classroom, but candidates also apply it in the classroom themselves. All four programs require candidates to demonstrate competency in classroom management during supervised clinical experiences before receiving an institutional recommendation for certification, are evaluated through a Common Summative Assessment (CSA) where candidates must score a 2 or higher to receive an institutional recommendation. Final portfolios provide additional evidence of readiness.

The working group also recognizes that classroom management expertise develops during a professional continuum of practice. Preservice preparation establishes foundational competency and supervised practice, while deeper expertise, particularly in responding to highly intensive behavioral situations, develops further through mentoring, induction support, collaboration with experienced educators, further professional development on specific practices related to current needs, and continued professional experience in K-12 settings.

Gaps and Challenges: Where More Work Is Needed

1. Tier 3 situations are taught but not practiced consistently. All four programs provide instruction in Tier 3 behavior strategies, including creating individualized behavioral plans, conducting Functional Behavioral Assessments (FBAs), and understanding Behavioral Intervention Plans (BIPs). However, during student teaching, these situations are almost always handled by mentor teachers, not candidates. Preservice teachers leave their programs knowing the ideas but having had limited hands-on practice with the most intensive behavioral challenges.

2. Preparation for increasingly severe student behaviors is a growing concern. Programs prepare candidates well for typical classroom management challenges. The increasing complexity and severity of student behavioral needs in K–12 settings continues to evolve rapidly and creates ongoing challenges for both preservice preparation and inservice professional learning systems. The pipeline of candidates trained specifically in Applied Behavioral Analysis (ABA) or with Board Certified Behavior Analyst (BCBA) credentials is limited. This is both a preservice preparation opportunity and an inservice workforce challenge.

V. Recommendations

For Preservice Preparation: What EPPs Can and Will Do in 2026-2027

- Continue and strengthen the common Tier 1 foundation across all four programs, using shared language, shared assessments (CSA), and shared Danielson-aligned competencies.
- Increase intentional Tier 2 and Tier 3 experiences during field placements — for example, by partnering with schools to create structured opportunities for candidates to participate (with support) in behavioral case work, rather than observing from the sidelines. Note: this will be possible with explicit support from OSBE and IDE, as some school districts are not willing to create collaborative partnerships.
- Explore shared signature assignments across institutions, such as the Behavioral Case Study, which requires candidates to assess, plan, and evaluate an intervention with an individual student over multiple weeks.
- Integrate trauma-informed care, self-regulation supports, and family communication strategies more explicitly across coursework at all institutions.

For Inservice Professional Development: What the State Can Help Make Possible

- Expand K–12 professional development offerings in behavior management for practicing teachers. At least one institution is actively pursuing a Master's degree or graduate certificate pathway leading to BCBA certification, and state support could accelerate this.
- Pursue a Behavior Specialist Endorsement at the state level, creating a formal credential pathway for specialists equipped to support schools with Tier 2 and Tier 3 behavioral needs.
- Reduce the required content area credits for endorsements from 45 to 40, which would free space in programs to expand coursework in classroom management, special education, tiered academic interventions, and data/assessment literacy.
- Invest in faculty lines at EPPs for faculty with BCBA credentials or deep expertise in behavioral analysis, enabling development of accredited graduate programs, specialized PD, and expanded coursework.

Next Steps

2026

- Finalize and publish the Classroom Management Shared Concepts document (described earlier in this memo).

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ATTACHMENT 1

- Convene a follow-up meeting with relevant OSBE and IDE staff to discuss recommendations and identify a feasible path forward on policy and strategy.
- Partner with IDE on professional development for inservice teachers wherever that is possible.
- Present to IACTE and share with all education preparation partners.

Spring 2027

- Begin a parallel process for the second priority focus area: Special Education Basics for All Educators K–12.

We appreciate the Superintendent's attention to this issue and look forward to continued collaboration. The four public EPPs are committed to ensuring that every teacher candidate leaves our programs prepared to manage real classrooms with real students, including the most challenging situations they will face.

*Submitted by the EPP Key Concepts Working Group
Boise State University | Idaho State University | Lewis-Clark State College | University of Idaho*

What Idaho's Public Teacher Preparation Programs Teach: Classroom Management

Boise State University | Idaho State University | Lewis-Clark State College | University of Idaho

How to read this document: This table shows what all four programs teach, organized by the level of student need (Tier 1 = all students; Tier 2 = some students; Tier 3 = intensive needs). **Domain references** refer to the Danielson Framework — the statewide standard for evaluating teacher practice in Idaho. Note that all of these identified areas require preservice teachers to understand and apply a multi-tiered system of supports (MTSS).

TIER 1 — For All Students & Classrooms			
Create a Positive, Structured Learning Environment			
[Danielson Domain 2] <i>Positive relationships, respect, safety, knowing students, culturally responsive practice</i>			
	How is it taught in the public educator preparation programs?	Where is it taught in the program? How Candidates Are Observed & Assessed in the Field	Signature Assignments & Evidence
	[BSU] Readings, video, and lesson plans for community builders (EDCI 430). Child developmental stages (EDCI 203). Cultural diversity (ED 201). Study of diverse learners and giftedness (ED SPED 205). [ISU] Readings, discussions, Management & Motivation Plan (EDUC 3302). Danielson-structured field observations and self-reflection. UDL lesson planning. Inclusive teaching observations. Bilingual/bimodal methodology coursework. [LCSC] ED-425 (primary course): readings, videos, case studies, classroom observation, communication with on-site mentors. Additional instruction in ED-429, 430, 426, 452, 447, 345, 343, 321, 318. [UI] EDCI 320 and EDCI 463 (Classroom Management): positive learning environments, clear expectations, routines, and proactive behavior supports. Culturally responsive practices aligned with Danielson Domains 2 and 3.	All Four Programs (BSU, ISU, LCSC, UI) During internship/student teaching: Formative observations with feedback and coaching. Common Summative Assessment (CSA): Candidates must score 2 or above to receive a program recommendation. Final Evaluative Portfolio (S-PAT): Must receive passing scores. <i>Relevant Danielson domains: 2A, 1B, 3E</i>	• Formative Observation Form • Common Summative Assessment (CSA) • Final Portfolio – S-PAT Section 1 • Classroom Management Portfolio • Response to Intervention Case Study
Managing Student Behavior: Proactive and Responsive Strategies			
[Domain 2C] <i>Routines, transitions, gaining student attention, maximizing instructional time</i>			

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ATTACHMENT 2

	[BSU] EDCI 430: Wong & Wong readings, modeling strategies, practice in internship with reflection. Candidates create a Classroom Management Plan (CMP) covering teaching, rehearsing, and reinforcing procedures. [ISU] EDUC 3302/3308: Danielson 2C structured observation forms, TLAC/CHAMP techniques, mini-lesson observations with self-reflection on transitions and routines. SMART goals tracked across Portfolio Gateways 1 and 2. [LCSC] ED-425 primary course through readings, videos, case studies, observation, and mentor teacher communication. Modeling strategies, practice in internship with reflection. Additional courses: ED-429, 430, 426, 452, 447, 345, 343, 321, 318. [UI] EDCI 301 and content-area methods courses: relationship-building, engagement, structuring procedures, and maximizing instructional time for inclusive environments.	All Four Programs (BSU, ISU, LCSC, UI) During internship/student teaching: Formative observations with feedback and coaching. Common Summative Assessment (CSA): Candidates must score 2 or above to receive a program recommendation. Final Evaluative Portfolio (S-PAT): Must receive passing scores. <i>Relevant Danielson domains: 2C</i>	• Formative Observation Form • Common Summative Assessment (CSA) • Final Portfolio – S-PAT • Classroom Management Plan (CMP)
Managing Family and Community Communication [Domain 2D] [Domain 3E] [Domain 4C] <i>Behavioral expectations, proactive & reactive strategies, parent communication, classroom management systems</i>			
	[BSU] EDCI 430: Readings on management theories, hierarchy of behavioral interventions taught and implemented. Candidates create a Classroom Management Plan for Domain 2D. Attendance at parent-teacher conferences required. [ISU] EDUC 3302/3308/4408: Danielson 2D & 3E structured observation forms, TLAC/CHAMP strategies, Know Yourself as a Teacher self-assessment, PART-E portfolio documentation, seminar case discussions from field placements. [LCSC] ED-429 primary course. Attendance at parent-teacher conferences, letters and home communication designed in class, and sent to parents during internship, Classroom Management Plan developed. Additional courses: 425, 430, 426, 452, 447, 345, 343, 321, 318. [UI]	All Four Programs (BSU, ISU, LCSC, UI) During internship/student teaching: Formative observations with feedback and coaching. Common Summative Assessment (CSA): Candidates must score 2 or above to receive a program recommendation. Final Evaluative Portfolio (S-PAT): Must receive passing scores. <i>Relevant Danielson domains: 2D, 3E, 4C</i>	• Formative Observation Form • Common Summative Assessment (CSA) • Final Portfolio – S-PAT • Classroom Management Plan (CMP) • Mock or attended Parent-Teacher Conference

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ATTACHMENT 2

	EDSP 300 and intervention-focused methods assignments: differentiating instruction, small-group interventions, and data-based monitoring within MTSS.		
TIER 2 — For Some Students Needing Extra Support*			
Differentiated Support, Assessment Literacy & Managing Student Behavior [Domain 1B] [Domain 1E] [Domain 1F] [Domain 2D] [Domain 3C] [Domain 3D] [Domain 3E] <i>Differentiation, data-informed decisions, targeted behavioral interventions</i>			
	[BSU] ED 430: Hierarchy of Tier 2 interventions explicitly taught and modeled. Behavioral Case Study: candidates work with an individual student, conduct assessments, develop an individualized plan, implement it over 4 weeks, and analyze pre/post data. [ISU] EDUC 3302/3308/4408: data-informed reflection, formative assessment application, PART-E portfolio. SPED 4450: Assessment and Data-Based Decision Making, FBA, Evidence-based Practices, Positive Behavioral Support. EDMT 3370: case study with individualized behavioral/academic plans in math. [LCSC] ED-425 primary course. ED-318 adds Assessment Literacy focus. SE-322 has the FBA, as well as focus on behavior management. Additional courses: ED-429, 430, 426, 452, 447, 345, 343, 321. [UI] EDSP 300 and student teaching: adapting instruction for significant behavioral needs, collaborating with specialists, applying IEP principles and behavior intervention planning.	All Four Programs (BSU, ISU, LCSC, UI) During internship/student teaching: Formative observations with feedback and coaching. Common Summative Assessment (CSA): Candidates must score 2 or above to receive a program recommendation. Final Evaluative Portfolio (S-PAT): Must receive passing scores. <i>Relevant Danielson domains: 1B, 2D, 3C, 3E, 4C</i>	- Formative Observation Form - Common Summative Assessment (CSA) - Final Portfolio – S-PAT - Behavioral Case Study (BSU) - Functional Behavioral Assessment (FBA) - PART-E Portfolio (ISU)
TIER 3 — For a Few Students Needing Intensive, Individualized Support			
Creating & Implementing Individualized Behavioral Plans [Domain 1F] [Domain 2D] [Domain 3D] <i>Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs), family and team collaboration</i>			
	[BSU] ED 430: Tier 3 strategies explicitly taught and modeled. Candidates seek to implement strategies but rarely get an opportunity to practice — Tier 3 situations are typically handled by mentor teachers during student teaching.	All Four Programs (BSU, ISU, LCSC, UI) During internship/student teaching: Formative observations with feedback and coaching.	- Formative Observation Form - Common Summative Assessment (CSA) - Final Portfolio – S-PAT

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENT 2

[ISU] EDUC 3302/4408: Individualized behavior planning based on Know Your Students. SPED 3340: Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP). SPED 4450: Assessment and Data-Based Decision Making, UDL with individualized supports. [LCSC] SE-322 includes family involvement, FBA, BIP, and RtI practices. ED-321 adds to BIP. Additional courses: ED-429, 425, 430, 426, 452, 447, 345, 343, 318. [UI] Student Teaching Internship: applying individualized interventions in real settings. Focus on ethical/legal considerations, family and school-team collaboration, and IEP-aligned supports.	Common Summative Assessment (CSA): Candidates must score 2 or above to receive a program recommendation. Final Evaluative Portfolio (S-PAT): Must receive passing scores. <i>Relevant Danielson domains: 1B, 2D, 3C, 3E, 4C</i> <i>Note: Limited opportunities to practice Tier 3 strategies directly — most are handled by mentor teachers during student teaching.</i>	• Functional Behavioral Assessment (FBA) • Behavioral Intervention Plan (BIP) • UDL Lesson Plan with individualized supports
Known Gap: All four programs teach Tier 3 theory and planning, but new teachers rarely have supervised practice with the most intensive behavioral situations before entering the classroom. This is the clearest gap the working group recommends prioritizing.		

Key Takeaways All four programs share a strong Tier 1 foundation and use the same high-stakes assessments (CSA and Final Portfolio) to confirm candidates are ready to manage real classrooms. The clearest gap is at Tier 3: candidates learn the plans and frameworks but get limited hands-on practice with the most severe behavioral situations before they graduate because those situations are typically managed by experienced mentor teachers during student teaching. This is the area the working group recommends prioritizing for improvement.

EPP Key Concepts Working Group | Classroom Management Priority Focus Area

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Generative AI in Education Framework

BACKGROUND

During the 2026 legislative session, the Idaho Legislature passed Senate Bill 1227, directing the Idaho Department of Education (Department) to develop statewide guidance regarding the implementation and responsible use of generative artificial intelligence in Idaho's K-12 public education system. In response, the Department convened a statewide work group consisting of K-12 educators, school administrators, technology leaders, cybersecurity experts, higher education representatives, and other education stakeholders to collaboratively develop the 2026 Idaho Generative Artificial Intelligence in Education Framework (AI Framework).

PROPOSAL

The proposed AI Framework establishes a statewide vision for responsible, ethical, and human-centered implementation of generative artificial intelligence within Idaho schools. It provides guidance for local school districts and public charter schools in developing local policies, professional learning opportunities, instructional practices, and implementation strategies while emphasizing student safety, privacy, academic integrity, and age-appropriate AI literacy.

The AI Framework includes:

- Guiding principles for implementation
- Recommendations for educator professional learning
- Age-appropriate instructional guidance spanning kindergarten through grade twelve
- Considerations for academic integrity and assessment
- Recommendations for purchasing and evaluating generative AI platforms
- Model policy language for local school districts and charter schools
- Family engagement resources

Recognizing the rapidly evolving nature of artificial intelligence, the Department intends to review the framework annually to reflect emerging technologies, research, legislation, and best practices.

IMPACT

The AI Framework provides Idaho schools, educators, and families with a consistent statewide resource to support thoughtful implementation of generative artificial intelligence in education. The framework supports compliance with Senate Bill 1227 (2026) and sets the foundation for AI literacy and appropriate instructional practices. It balances the promise of responsible innovation with the need for student privacy, cybersecurity, and ethical decision making.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed 2026 Generative Artificial Intelligence in Education Framework meets the requirements established by Senate Bill 1227 (2026) and provides Idaho schools with comprehensive statewide guidance on the responsible integration of generative AI into teaching, learning, and school operations. The Department developed the framework in consultation with subject matter experts and Idaho stakeholders.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – 2026 Generative Artificial Intelligence in Education Framework

BOARD ACTION

I move to approve the 2026 Idaho Generative Artificial Intelligence in Education Framework as submitted in Attachment 1 and authorize the Idaho State Department of Education to make non-substantive administrative changes to the document, including formatting and addressing typographical errors, grammar, consistency, and syntax.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

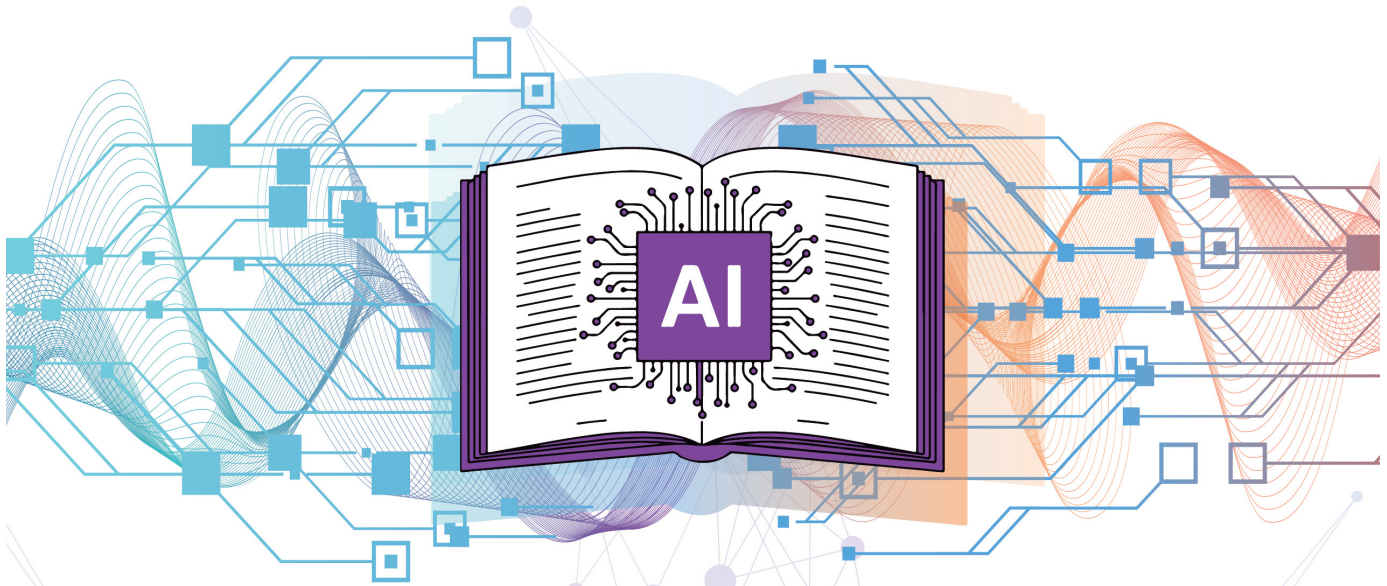
APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-7003

REFERENCE

July 2026

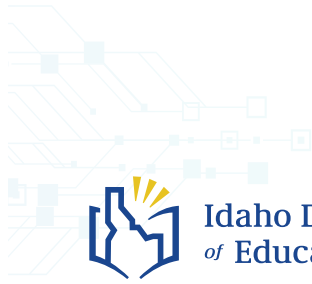
Statutory changes resulting from Senate Bill 1227 (2026) became effective, establishing expectations for oversight and support related to artificial intelligence in K-12 education in Idaho.



Generative Artificial Intelligence in Education Framework



Idaho Department
of Education



Idaho Department
of Education

Artificial intelligence is changing the world our students will enter after graduation, and it is our responsibility to ensure they are prepared to navigate it thoughtfully, safely, and confidently. Just as importantly, we have a responsibility to ensure that AI is introduced in developmentally appropriate ways, to protect student privacy, and to reflect the trust parents place in our public schools.

With the passage of Senate Bill 1227 during the 2026 legislative session, Idaho has taken an important step in providing a clear, responsible path for the use of artificial intelligence in our public schools. Rather than reacting to this rapidly evolving technology, we're leading with purpose to ensure AI strengthens teaching and learning while protecting students and supporting educators.

That commitment is reflected in the Idaho Department of Education's Generative Artificial Intelligence in Education Framework. Developed by a statewide working group of educators, technology leaders, cybersecurity experts, and education stakeholders, this framework offers practical, human-centered guidance for Idaho's K-12 school system. It is designed to help schools build AI literacy while ensuring AI is used in ways that are safe, age-appropriate, transparent, and aligned with the best interests of students and families. Our goal is to equip students with the knowledge, critical thinking skills, and ethical foundation they need to navigate an increasingly AI-driven world with confidence and responsibility.

Superintendent Debbie Critchfield

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Purpose

Idaho is paving the way for educators and students throughout the state to become AI literate and prepared for an ever-changing workforce. When SB 1227 was passed during the 2026 legislative session, Idaho became a leader in both artificial intelligence (AI) and generative artificial intelligence (GenAI). Through the efforts of an accomplished AI work group, Idaho is providing guidance to the K-12 system to become prepared in supporting students, educators, administrators, and community members through transformative technological change. This framework is to support districts, schools, and charters in adoption of policy as well as provide guidance and considerations for implementation.

The Idaho Department of Education is committed to a human-centered approach in supporting K-12 public education as we thoughtfully integrate AI and GenAI. With effective training and support, educators will be able to focus on human interactions that produce authentic learning, alleviating workloads for tasks that can be automated. GenAI has the potential to streamline everyday tasks, spark new ideas, and free up time for educators to do what matters most: connect with students. Through this K-12 Framework for Generative Artificial Intelligence in Education, the Department supports the balance between delivering leading-edge education while safeguarding students through a collaborative effort between education and cybersecurity experts. As AI continues to evolve, this document will as well.

The Department is committed to reviewing and revising this framework on an annual basis.

Executive Summary

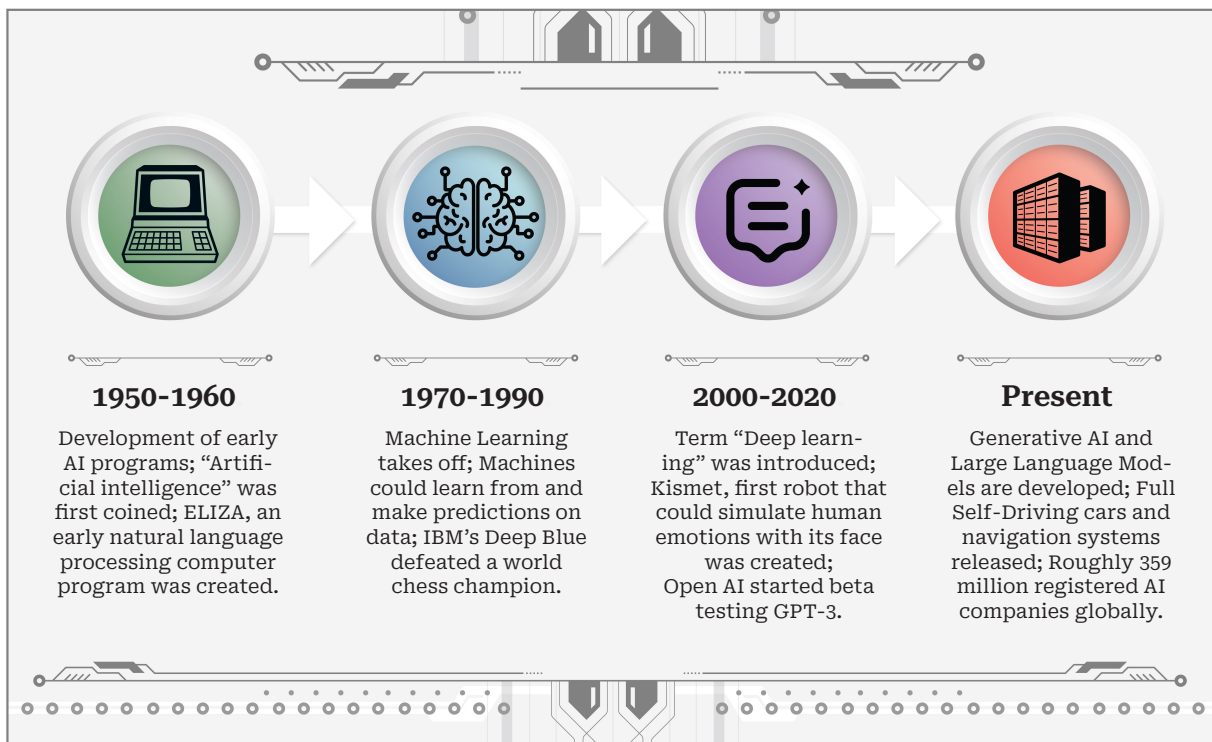
Experts across the nation have been exploring the role AI and GenAI should play in education since 2022 when ChatGPT exploded into the public view, revealing the power of large language models and other GenAI tools. The Artificial Intelligence for K-12 Initiative (AI4K12) has provided five big ideas that should be considered when looking at the K-12 educational system: perception, representation and reasoning, learning, natural interaction, and societal impact. These five considerations are intertwined throughout the following framework, which also references other existing state frameworks and national partners in AI in K-12 education (AI4K12, 2020). When considering AI and GenAI in public schools, we must differentiate between being able to use an AI tool and having a deeper AI literacy, which is our goal for Idaho educators and students. AI literacy is defined as representing technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. AI literacy enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications (aiEDU: The AI Education Project, 2025). This framework, along with the K-12 AI Standards, aims to support the development of an AI literate Idaho.

Historical Timeline

While GenAI may seem like a recent development, the concepts behind artificial intelligence have been evolving for decades. As early as the 1940s, researchers such as Alan Turing were exploring the foundations of machine intelligence and computer-based problem solving. In the 1960s, some of the first adaptive tutoring systems emerged, demonstrating the potential for technology to personalize learning experiences.

Over the following decades, advances in computing power, data processing, and machine learning led to the widespread integration of AI into everyday life. By the 2000s, AI was quietly powering tools such as GPS navigation, recommendation engines, fitness trackers, search engines, and digital assistants. While these technologies used AI to analyze information and support decisions, they generally focused on recognizing patterns and providing recommendations.

The public's awareness of AI expanded dramatically with the release of ChatGPT in late 2022 and its rapid adoption throughout 2023. GenAI marked a significant shift from systems that primarily analyzed information to systems capable of creating new content, including text, images, audio, video, and code. As AI continues to evolve and emerging technologies such as Agentic AI begin to take shape, it is increasingly important for educators and students to understand the foundations of artificial intelligence, how these systems work, and how they can be used responsibly, effectively, and ethically.



Guiding Principles

AI presents both opportunities and challenges for education. As AI tools become more common in classrooms, workplaces, and daily life, educators must make thoughtful decisions about how these technologies are introduced, used, and monitored. The goal is not simply to adopt AI, but to ensure it is implemented in ways that support student success, strengthen teaching and learning, protect privacy, and reflect Idaho's values.

The following guiding principles are intended to provide a foundation for decision-making as schools, educators, students, and families navigate the evolving landscape of AI. These principles will help inform the development of resources, professional learning, local policies, and classroom practices while maintaining a focus on student learning, human relationships, safety, and responsible innovation.



AI is used to help all students achieve their educational goals

Idaho will use AI in K-12 public schools to support students to achieve their educational goals through improving student learning, educator effectiveness, and school operations. The Department is focused on using AI to simplify tasks and support school systems. This will allow them to spend more time being present and connected with students.

AI does not replace a teacher

Idaho will take a human-centered approach to AI in K-12 public schools. We will prioritize the needs, abilities, and experiences of human educators to be experts in the classroom on how to teach and lead students. AI will increase opportunities for educators to have deeper interactions that lead to more meaningful learning. Idaho recognizes that strong reading, writing, mathematics, communication, critical thinking, and problem-solving skills remain essential for student

success. AI should be used to enhance and support learning, not replace the development of foundational knowledge and durable skills.

AI literacy and education for staff, students, families, and community

Idaho will prioritize professional development for educators and will provide support in helping educators see AI as an instructional tool to meet educational objectives. Idaho is committed to supporting students in becoming AI literate in the digital age and supporting families and communities in understanding the work that is happening within K-12 public schools within AI.

AI usage will prioritize ethics, legality and safety

Idaho will put protecting personal identifiable information (PII) first. All AI tools and resources must comply with protection laws. No PII should ever be uploaded or used within an AI system without understanding the protections that are in place to keep individuals safe. Idaho districts, schools, and charters will be expected to ensure that all resources protect student data through appropriate safeguards and procedures. (Netskope, 2026)

AI is a tool inside and outside of the classroom

AI is a tool that is used inside and outside of the classroom that shows up every day. It uses data to learn patterns and make predictions. Idaho will focus on helping students, educators, and families to see when and how AI is being used in a variety of settings such as language translation and adaptive learning tools. AI should be used when it meaningfully supports a clearly identified educational, operational, or instructional need.

AI usage is transparent and accountable

Idaho is committed to transparency of AI integration in the education system. Idaho districts, schools and charters will be expected to communicate with communities and families around AI usage. Policies, procedures and actions that connect to AI will not be done without proper communication but done with transparency and accountability in mind. These policies and procedures should be shared with families and the community.

AI Literacy and Readiness

We are living in a rapidly progressing digital world where the workforce is continuously evolving. The World Economic Forum's 2025 Jobs Report indicates that 22% of all jobs will be disrupted by 2030, with nearly 40% of job skills expected to change due to AI (World Economic Forum, 2025). Many of these jobs will require augmentation of human skills. Preparing learners for the future requires more than understanding AI tools; it requires helping them adapt, learn and thrive in a rapidly changing world. There is a shared responsibility to help prepare Idaho students to step into future career opportunities.

To better support students, educators must first build their own AI readiness to effectively guide students through this learning, in age-appropriate ways. This comes with meaningful professional development that focuses on larger concepts that are transferable no matter what AI tool

an educator is utilizing. Idaho students must develop readiness before engaging with AI tools, to ensure students build the foundational skills to understand and use the content, starting at an early age. AI Readiness is defined as the knowledge and capabilities needed to apply one's human advantage with evolving technology (aiEDU, 2025). AI literacy should be embedded across all subject areas, not just computer science or technology course work, and introduced as early as elementary grades through age-appropriate standards.

A person is AI ready when they can leverage the combination of core content knowledge and durable skills such as critical thinking and collaboration alongside AI to achieve future goals and aspirations (aiEDU, 2025).

AI literacy and readiness vary depending on the age and developmental level of the students exploring these concepts. Measuring AI literacy can be as simple as data collection at lower grades, describing the difference between AI models, considering the benefits, and the costs to utilizing AI in the upper grades. As you explore the next section on age-appropriateness, keep in mind that building foundational groundwork early supports overall student learning. AI literacy should be viewed as a complement to, not a replacement for existing academic standards and instructional priorities. The goal is not simply to teach students how to use AI tools, but to prepare them to think critically, make informed decisions, evaluate information, solve problems, and participate responsibly in a society increasingly influenced by AI.

Training Supports and Considerations

Instructional Staff

The Department prioritizes AI literacy training for instructional staff throughout the state. This will be grounded in best practices and develop educators to utilize any AI tool that is accessible to them. The focus will be on building AI literacy and readiness within instructional staff. There will be a variety of opportunities to engage with training, and it will be delivered in a variety of ways (in person, hybrid, virtual). The goal will be to meet instructional staff where they are at in their AI learning.

While platforms and tools are important, the underlying theme of training should focus on best practices in ethical AI use. Through public private partnerships, the Department will bring training regionally throughout the state. It is important that instructional staff have ongoing opportunities to engage in learning and training to support staff readiness. As technology continues to change and grow, it is important that districts, schools and charters continue to support their staff's professional growth with meaningful, policy aligned training.

School Support Personnel

School systems rely on a wide range of professionals beyond classroom educators. The Department values supporting business office staff, paraprofessionals, counselors, office staff, communications personnel, technology teams, nutrition services, and operational departments as all these individuals are key to the effectiveness of schools and student success.

Many of these professionals regularly manage communication, scheduling, planning, organization, information processing, customer service, and workflow tasks that may be positively supported through responsible AI use. These professionals engage with students daily in and outside of the classroom. However, non-academic personnel are often excluded from formal AI professional learning opportunities despite being directly impacted by evolving technologies. We must not forget about these populations when exploring training around AI implementation. Supporting these groups will allow for broader organizational capacity.

Administrators and District Leaders

The Department understands the importance of supporting the whole system from instructional staff to support personnel to leaders. The Department will be providing training and support for leaders to be able to lead their districts, schools and charters through becoming AI ready.

It is important that district, school and charter leaders lead by example. Through the roll out of AI policy and procedures, we must keep best practices in change management top of mind and recognize that the changes that come with implementation of AI can cause fear and stress for staff. Leaning into change management tools will support the work and promote successful implementation of AI. To support buy-in from staff it is important to acknowledge the reality of what is happening, communicate the why, clearly explain supports and expectations. It is important to be open and transparent to support change.

As districts, schools, and charters begin the process of implementation, human centered focus should be at the forefront. Becoming familiar with the tools that staff are being asked to implement is an important step to support the work that is happening. When leaders understand what is being asked of their staff, they are better positioned to provide meaningful support. As districts, schools, and charters begin building their wider AI ecosystem, it will be important to consider and evaluate where funds are being spent. Educators, staff, students, and families will need to be trained and supported.

Age Appropriateness

To support Idaho's K-12 students, educational systems must take a holistic approach to AI literacy and readiness. This work starts with the youngest learners and evolves as students navigate their own educational experiences. AI literacy should be embedded across all content areas, grade levels, and instructional environments. This does not mean that all content areas and grade levels have students engaging with AI tools but learning the deeper durable skills that are needed to enter an ever-changing world. AI should not be used for cognitive offloading, but rather cognitive augmentation. AI should support complex reasoning. Students should continue to learn, practice, and demonstrate core academic skills independent of AI with a qualified and trained teacher.

AI as an instructional tool

Educators can use AI to support instruction in a number of ways, from planning and preparation to classroom delivery. It should be a tool to support an educator, never to replace an educator. As educators use AI to streamline their own planning and workflows, they should also explore how to use AI as an instructional tool to support student learning. There are a number of ways that educators can use AI to support student learning. Many of the following ideas span K-12; some may be more appropriate for specific grade levels. When using AI as a tool, educators should treat all output as a first draft. Content should always be reviewed for accuracy, appropriateness and alignment, and revised before being used in instruction. This includes images, videos, computer code, and digital resources. Student identifiable data should not be entered into any AI tool that is not secure and fully compliant with FERPA, COPPA, and any other national or state laws regarding student data privacy and use. Keeping student data safe and private is essential.

Some examples of ways educators could utilize AI as an instructional tool to support planning and instruction:

- Develop a variety of decodable stories for students in alignment with sight words
- Develop themed lessons that align with class interests
- Build visual cues for classroom processes and procedures
- Develop passages for classroom reading that aligns to students reading levels
- Develop guided notes for students who need additional scaffolding
- Provide visuals to support learning
- Create rubrics based off standards or learning targets

K-2 Guidance and Instructional Ideas

In K-2 education, the focus should be on early data literacy, digital literacy, and computer science skills. Much of the learning students, in early grades, should focus on human interaction and relationships. Students should be able to identify human versus non-human interactions and describe, in simple terms, how AI appears in their daily lives through everyday tasks. Educators and students should reinforce that AI is a non-human tool and should not be referred to as human characteristics or pronouns. Some key vocabulary to support K-2 students are real, artificial, algorithm, intelligence, and training (International Society for Technology in Education [ISTE], 2024).

Instructional Ideas:

- Have students explore how technologies used in daily life have changed over time through discussion, exploration, and interaction with peers and grownups in their lives.
- Read stories with students that discuss human vs. non-human interaction and why it is important to understand the difference. Expand into exploring what humans do well vs. what do computers/technology do well.
- Have students engage in sorting and algorithmic thinking.
- Help students understand what identifiable data vs. non-identifiable data is.

3-5 Guidance and Instructional Ideas

As students' progress in their learning continuum, they will begin to explore the growing complexity of AI. Students should have opportunities to use vocabulary that supports their digital literacy to be able to grow to become AI literate in later grades. Students will continue to build durable skills, and educators should continue to reiterate that AI is a non-human tool that should never hold human characteristics. Deeper conversations about bias in data should be encouraged, with educators guiding students toward understanding accuracy and responsible data practices. Students should also become familiar with key vocabulary such as reliability, prediction, classification, machine learning, and prompts (ISTE, 2024).

Instructional Ideas:

- Students are provided with age-appropriate reading opportunities around how emerging technologies are being used in today's world.
- Students explore scenarios that show cause and effect relationships.
- Educators provide age-appropriate examples of human-generated and AI-generated outputs and guide students in evaluating them for accuracy, bias, effectiveness, and quality.
- Students can build and develop decision trees and track the decision-making process as decisions are made.

6-8 Guidance and Instructional Ideas

As students move into middle school, their engagement with AI should deepen and become more advanced. Students should begin interacting with AI at a more direct level. This could include opportunities to train AI models, form hypotheses about how models may change as new data is introduced and explore phenomena such as hallucinations in outputs. They should also examine evidence of both the beneficial and harmful impacts of AI in daily life. With teacher support, students at this level should begin to articulate when it is appropriate or inappropriate to use AI tools, including understanding what AI is well-suited for compared to human strengths such as creativity, ethical reasoning, empathy, and complex judgment. During this time, students will be able to begin to articulate what AI is good at and what humans are good at and be able to determine when it is appropriate for AI to be used and when it is not. Key vocabulary introduced at this stage should include training data, data bias, accuracy, classification, and hidden processes (Computer Science Teachers Association & AI4K12, 2025).

Instructional Ideas:

- Have students keep a prompt journal and take time and opportunities to revise, test, evaluate and review prompts.
- Explore how jobs and workers' tasks have changed as emerging technologies have become more prevalent, discuss how this is changing career paths.
- Have students build classification rules and then test and refine their rules on data sets based on human and AI feedback/responses.
- Discuss and research the societal consequences of AI usage.

9-12 Guidance and Instructional Ideas

High school provides an opportunity for students to engage with content at an even deeper, more advanced level, including concepts aligned with AI literacy. All Idaho students should graduate as AI literate individuals who can successfully navigate the use of AI in an ever-changing digital world. At this level, students should be able to identify when it is appropriate or inappropriate to use AI, understanding it as a tool to support efficiency and automate certain tasks without replacing critical thinking or human judgment. Educators should support students in evaluating AI-generated outputs for bias, accuracy, and potential harm. Students should have opportunities to research, analyze, and defend the impacts of AI use, as well as engage in informed discussions about the effectiveness of policies and regulations related to technology and safety. All high school students should also be exposed to key vocabulary such as critical evaluation, justification, audit, and societal impacts (CSTA & AI4K12, 2025).

Instructional Ideas:

- Have students create classroom rules around AI usage, discuss when it is ethical and appropriate to use AI and when it is not.
- Have students interact with AI in a closed model that controls the data that students can access.
- Build and refine prompts to better understand the power of prompt engineering.
- Research and articulate AI usage in a larger technology ecosystem; identify how AI tools connect with and impact a variety of technologies.

Families and Community

Families are children's first and most important educators. Supporting them in understanding how AI and GenAI tools will be used within the school system is vital. As AI becomes increasingly integrated into education, communication, work, and daily life, many families are looking for practical guidance about what AI is, how students are using it, and how to respond appropriately. The goal of the Department is not to turn parents and community members into AI experts but to provide them with the support that they need to be able to understand and support what students are doing in their classrooms. Through this support, the Department hopes to build family confidence, engagement in informed conversations, and support responsible balanced use of AI at home.

As districts, schools, and charter schools begin or continue conversations about implementing AI, it is important to create opportunities for meaningful two-way communication with families and community members. Providing opportunities for families to share feedback as AI tools, policies, and standards are developed and implemented helps build trust and fosters a broader culture of AI literacy throughout the community. Establishing a consistent process for gathering and responding to feedback also enables schools to better understand community perspectives, provide meaningful support to families, and promote greater awareness of how AI is being used within the school system.

The Department will provide families and community members with resources designed to provide practical, accessible guidance and build underlying understanding of AI and GenAI. These resources will be ready to use and support rich family conversations.

Appropriate and Inappropriate Uses

While AI can be a tool to ease educator workload, it also comes with risks. This section outlines guidance for responsible use and areas where caution is needed.

Responsible Use of AI

When students are exploring how to integrate and learn about AI within the K-12 education system, it is important that this is done in a way in which an educator is providing guidance and oversight. Educators will clarify if, when, and how AI tools will be used. Instruction must remain human-centered, even as AI tools become part of the learning environment.

As AI is introduced into classrooms, it is essential that it serves as a tool to enhance learning rather than replace student thinking. AI should never do the thinking for students. Instead, students must continue to develop durable skills such as critical thinking, and problem-solving, so they can evaluate, question, and challenge AI-generated outputs. When used responsibly, AI should support students in deepening their understanding and engage in higher levels of thinking or cognitive augmentation, rather than cognitive offloading, where the technology replaces the mental work students need to do themselves. Educators should intentionally design learning experiences that encourage students to critically evaluate AI-generated information, recognize its limitations, and use it as a tool to strengthen, not substitute, their own thinking.

Opportunities for responsible AI usage would be aiding students in their creativity, collaboration, tutoring support, or content enhancement. These opportunities should be intentional and aligned with learning goals, not introduced for the sake of using technology.

Safe Boundaries and Limitations of AI

Implementation of AI in the classroom must be done in a safe manner. It is important for educators to first understand how a tool works and how it collects and stores data. Student identifiable data should never be entered into AI tools without a clear understanding of the safeguards the tool provides. This includes student names, specific accommodations, and any other personally identifiable information. When educators are utilizing the tool for planning or modifying lessons and content, it is important that appropriate prompts are used (aiEDU, 2025).

AI should not be overused for feedback for students, and anything that AI is used for should be reviewed and revised by the teacher prior to being presented to a student. AI should never take the lead on and replace human judgment in the following areas:

- High-stakes, personal or emotionally sensitive feedback
- Formative feedback that depends on authentic teacher-student relationships

- 
- Assessment of creative, deeply personal or nuanced work
 - Final decisions on grades, placement or disciplinary actions
 - Special education eligibility, student mental health assessments or school safety determinations

Academic Integrity and Assessment

Academic integrity is “the agreements about student learning and how students will show that learning.” Cheating is “When the agreements about student learning are broken.” (aiEDU, 2025)

Academic Integrity

The Department sees academic integrity as preserving original thinking while still embracing AI to enhance learning. The students’ thinking should be at the forefront of all tasks as they are the drivers of their performance. As districts, schools and charters build policy and procedures, it is recommended that a disclosure of practice is being utilized, especially at the higher levels. Transparency in both educator and student usage will support implementation and appropriate usage. It is key that students begin to learn the process of disclosing when AI is utilized to support their thinking. It is also key for educators to acknowledge with students when they have utilized AI as a teaching tool. These practices will increase student comfort level in disclosing their own AI usage.

When looking at classroom practices, it is important for educators to put procedures and practices in place for students to understand when and how they can utilize AI within their learning. One example that can support this process is the AI Assessment Scale (AIAS) (Perkins et al., 2024).

The AI Assessment Scale

1.	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2.	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasize the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3.	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4.	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5.	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale.

This allows students to have clear expectations throughout the learning, not simply on the final product. Student learning happens through instruction, and it is key to support that learning the entire process and not simply on the summative assessment. Students should be assessed along the way and not just simply the final product.

While AI tools allow opportunity to enhance learning, if not done in a meaningful and thought-out manner, it presents opportunities for misuse. We do not want students to be utilizing AI to misrepresent their abilities.

There are a number of ways to identify if a student is breaking the agreed upon learnings. At this time, AI detection software has been shown to be inconsistent in accuracy and easily manipulated. It should never be solely relied upon and used for final decisions no matter what tool is being utilized. In today's changing world, it is more important than ever for educators to use their expertise in knowing their students' abilities and skillsets. Some key things for educators to keep an eye out for in students' work that can support educators are:

- Is the work too generic and doesn't account for what they do and don't know?
- Does the work assume that all students have the same prior knowledge and no learning gaps, and does it fail to connect to students' lives or personal experiences?

Assessment

Assessment within Idaho should first and foremost be aligned with standards to allow students to demonstrate evidence of their learning in a variety of ways. These standards may include the Idaho Content Standards, standards defined by concurrent enrollment of courses, or those established by Advanced Placement courses. Assessment in this context includes both formative and summative measures.

At this time, the Department will not be rolling out any kind of state level assessment to gauge AI literacy or readiness within students. We will continue to support educators, administrators, district leaders, and community members in learning how to support students in the ever-changing digital world.

As K-12 AI Standards are introduced, like all standards, districts, schools, and charters would be expected to teach and assess students' knowledge on these standards. Importantly, assessing AI literacy does not necessarily require students to use artificial intelligence tools. Just as students can learn about the internet, media literacy, cybersecurity, or digital citizenship without directly engaging with every technology discussed, students may demonstrate their understanding of AI concepts, impacts, ethical considerations, limitations, and responsible use through a variety of instructional and assessment approaches. The specific methods used to teach and assess future AI standards will depend on the standards themselves and remain a local decision of schools and districts. This can be done through ongoing formative assessment or more explicit summative assessments. These assessments can be done with or without technology. Classrooms that move away from tasks that AI can easily do and move more toward richer and deeper tasks will have more opportunity to assess students' learning. It will be key that students are assessed on the full learning process and not simply facts.

Platform Purchasing

When districts, schools, or charters determine that there is a need for an AI tool to support their educators and students, there are several considerations that need to be thought through. When exploring what tool is best for the district or school, the first question that should be asked is, "What problem are we trying to solve?" that will give guidance on what tools to explore. Districts, schools, and charters are not recommended to purchase a product simply to make sure that they have access to an AI tool. Once the problem is identified, and exploration has begun around tools, the next step is learning how a product will be supported. Will employees be trained on the tool? Will they have the opportunity to try the tool prior to purchase? Lastly, it is extremely important that the tool aligns with the district, school, or charters' vision of what teaching and learning looks like within the system. The tool shouldn't drive the vision; the vision should drive the tool.

When choosing a tool for a district, school, or charter, it is important to have a cybersecurity mindset in place. Like any technology tool or platform, when adopting AI platforms, there should always be a vetting process.

Key things that should be addressed when talking with a vendor are:

- How is our data being used within the system?
- How is user data collected, analyzed, shared, or used to ensure data isn't being used for training purposes?
- What data is retained, who has access to it, and when is it deleted?
- How are you keeping student and teacher data safe?
- Is your tool compliant with COPPA, FERPA, PPRA, CIPA, IDEA, Title VI, your state student data privacy laws, and any state AI legislation?

After a tool is selected, a district, school or charter should always require a Data Privacy Agreement (DPA) with the vendor. This protects the district, school, or charter through a legally binding contract to ensure that all sensitive data is handled with care and oversight.

Some key components to make sure are a DPA are:

- Data ownership
- Data use limitations
- Types of data covered
- Compliance requirements
- Data security measures
- Data retention and deletion process

Closure

With the ever-changing nature of AI and emerging technologies, this framework will be reviewed and updated as needed. Through collaboration efforts with industry, legislative partners, Office of the State Board, and other appropriate partners, this Framework will be evaluated and updated no less than once a year.

Glossary

Agentic AI: AI systems designed to independently plan, execute, and adjust actions to achieve a specific goal with minimal human intervention, often capable of working across multiple tools or applications.

AI Companion: A highly personalized, conversational AI designed to simulate human-like relationships, offering emotional support, companionship, and customized personalities rather than just executing practical tasks.

AI Literacy: AI Literacy represents technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.

AI Readiness: AI Readiness is the knowledge and capability needed to apply one's human advantage with evolving technology.

Artificial Intelligence (AI): A branch of computer science focused on building systems capable of performing tasks that typically require human intelligence. AI leverages massive data sets and computational power to make predictions, increasingly impacting various aspects of our daily lives.

Automation: The use of technology to perform tasks, processes, or workflows with minimal human assistance to increase efficiency, speed, or precision.

Chatbot: An artificial intelligence program designed to simulate conversation with human users. Primarily designed to meet the user's intent and provide a positive output for the user.

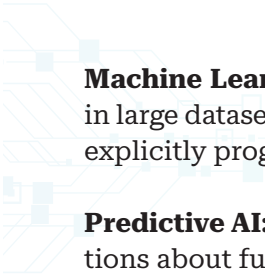
Generative AI (Gen AI): GenAI is a subset of machine learning and AI specifically designed to create new content, including text, images, audio, code, video, or synthetic data based off a prompt.

AI Hallucination: Instances where an artificial intelligence system generates information that is incorrect, misleading, or entirely fabricated, but presents it as if it were true.

Human-Centered: An approach where AI is used specifically to support human inquiry. It ensures that humans remain responsible for the initial objective, final decision-making, oversight, and ethical reflection at the beginning and end of every task (Human → AI → Human).

Human-in-the-loop: A model of interaction where a human is required to participate in a process, such as verifying, approving, or correcting, to ensure the accuracy, safety, and ethical alignment of AI-generated outcomes.

Large Language Model (LLM): A specific type of Generative AI trained on vast amounts of text data to recognize, predict, and generate human-like text responses.



Machine Learning: A subfield of AI where computer systems are trained to identify patterns in large datasets, allowing them to improve their performance on tasks over time without being explicitly programmed for every step.

Predictive AI: AI models that analyze historical and existing data to make forecasts or estimations about future events, trends, or outcomes.

Simulated Environment: An artificial, controlled setting created to replicate real-world conditions. Examples range from computer games and AI-generated videos, to two humans role-playing a situation like a job interview.

Synthetic media: Content, such as images, audio, video, or text, that has been created, modified, or generated by AI, often used to simulate reality.

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AI K-12 Framework last updated 6/26



Appendix: District Resources



Idaho School Boards Association DRAFT Policy

Special thank you to the Idaho School Boards Association for the collaborative effort to provide the Department with example policy language for all schools, charters and districts within Idaho. This policy sets out guidelines for the permissible use of generative artificial intelligence (AI) by staff for work-related purposes and by students for school-related purposes. This policy applies to any use of generative AI tools by students and employees in school buildings, on school grounds, during school activities, and on school-issued devices. It is also intended to help inform the District community about issues to be aware of regarding generative AI tools, such as data privacy concerns, their potential to provide inaccurate or inappropriate responses, and the fact it is not possible to own or copyright material created using such tools. The District's approach to generative AI tools in education shall be aligned to the Generative Artificial Intelligence in Education Framework developed by the Idaho Department of Education, approved by the State Board of Education.

The District shall strive to ensure that staff and students are AI literate, meaning that they have the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI; and that they are able to engage, create, manage, and design AI while critically evaluating its benefits, risks, and ethical implications.

The District shall also strive to prevent prohibited use of AI tools for District business.

This policy is not intended to limit use of District approved search engines with limited AI functions.

Any use of generative AI must comply with any relevant District policies. For instance, such tools may not be used in ways that violate the District's policies prohibiting plagiarism, bullying, or unacceptable uses of electronic devices.

Approved Generative AI Tools

The Superintendent, or their designee, may create a list of District-approved generative AI tools. Before approving such tools, the **[SELECT ONE: Superintendent or their designee OR IT department OR _____]** shall review and understand each tool's terms of service and privacy policy and ensure the use of the tool is compatible with District policy and laws related to student privacy, data security, and other applicable requirements. The Superintendent or their designee may grant approval on a case-by-case basis of generative AI tools not yet given general approval. The Superintendent may also require a data protection agreement between the District and any software tool covered by this policy.

When considering purchasing access to a generative AI tool, the District shall consider what purpose they want the tool to serve and how training and support will be provided to those who use the tool. The District shall require a data privacy agreement (DPA) with any vendor their contract with to access a generative AI tool to protect sensitive student, staff, and District data. Matters that should be considered when selecting a provider of an AI service include:

- 
1. How the District's data will be used, consistent with IC 33-133;
 2. How any user data collected will be analyzed, shared, or used and whether the provider can ensure the data is not used for AI model training;
 3. What kinds of data the provider keeps, how long it is kept, and who will have access to it;
 4. Measures they take to protect student and staff data; and
 5. Whether the tool complies with the requirements of the Children's Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Internet Protection Act (CIPA), the Individuals with Disabilities Education Act (IDEA), Title VI, Idaho student data privacy laws, and any Idaho AI legislation.

Use by Staff

Staff may use District-approved generative AI tools.

For generative AI tools that require an account, staff shall maintain separate accounts for work and personal uses and shall inform their supervisor of any work-related accounts created. Personal generative AI accounts shall not be used on District equipment or a District-provided internet connection.

Staff shall not use any of the following in prompts for an AI tool or otherwise upload the following to an AI tool unless the Superintendent or their designee provides specific permission to do so:

1. Personally identifiable information;
2. Sensitive or confidential student or personnel records; or
3. Any copyrighted material.

As a matter of ensuring appropriate grading and demonstrating respect for student work and for the professional teacher-student relationship, staff shall not use AI tools to determine a student's grade on any project, including but not limited to any grade which includes a subjective component. Staff should also refrain from substituting an AI tool for their professional judgment when making decisions related to student discipline, eligibility for special education, assessments of student health, school safety, or other sensitive or high-stakes decisions.

If an employee uses a generative AI tool for a work-related task, they should disclose that they've done so if:

1. The tool's terms of service require such disclosure.
2. It would be misleading to the supervisor or to the audience not to disclose this use. This includes misleading them about the work being entirely the work of the employee.
3. The work is being used in a context when sources are generally cited.

[OPTIONAL: Such disclosure shall not be required when AI is used to draft routine emails or correspondence or for such purposes as _____].

Prior to using any output of a generative AI tool, staff shall check the output for inaccuracies, bias, stereotyping, or any other content that is inappropriate or unsuitable for the intended purpose. Staff shall not use such tools for any purpose where they are not able to verify the accuracy and appropriateness of the output.

The District may provide professional development to educators, administrators, and support staff on generative AI, including on such topics as ethical use, the abilities and limitations of such tools, how to evaluate their output, monitoring student use, data and confidentiality issues, and possible in-class uses. This may include making State Department of Education training on AI literacy available to staff and/or directing them to complete such training.

If staff are uncertain of whether any use of AI is appropriate or within the requirements of District policy, they should ask their supervisor about it.

Use by Students at the Direction of Staff

The Superintendent shall delegate staff to provide students with instruction on generative AI tools, including on:

1. Issues of ethics and academic honesty related to their use;
2. Media literacy and uses of AI the student may encounter;
3. Evaluating the output of such tools;
4. How to cite or disclose the use of such tools;
5. The importance of not sharing personal information when using such tools;
6. Confidentiality and safety considerations; and
7. The abilities and limits of such tools.

This instruction aimed at developing AI literacy shall be provided at all grade levels and may be provided in a variety of subject areas.

[SELECT ONE: Parent consent shall be required before students are directed to use generative AI tools in any school activity or assignment. OR The District shall obtain parent consent for student use of generative AI tools whenever such permission is required by the tool's terms of service.] Students should not be penalized for refusal to use such tools.

For any such activity or assignment, students will be directed to use only tools that have been approved by the District.

Instruction on generative AI tools shall be age appropriate and may address the topics and activities suggested for their grade level by the Generative Artificial Intelligence in Education Framework.

The Superintendent may select a method to assess student mastery of AI literacy or may direct that decisions about assessment of this be made at the building level by the principal or their designee, or at the classroom level by individual teachers.

Student-Chosen Use of AI Tools

Staff shall clearly communicate to students how they are and are not permitted to use generative AI tools for class assignments as well as any expectations to cite or disclose their use of such tools. Teachers may use tools such as the Generative Artificial Intelligence in Education Framework's AI Assessment Scale to explain the types and amounts of AI tool use that are permitted.

Unauthorized use of AI tools and failure to cite such use when citation is required are violations of Policy 3335 Academic Honesty and may be subject to disciplinary action.

Staff will not knowingly allow students to use AI tools in ways that violate their terms of service, such as use without parent permission or use of an account shared between many people when prohibited.

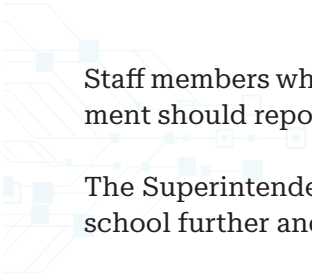
Teachers shall take reasonable steps to prevent use of generative AI tools in ways that undermine learning and assessment or create safety and/or confidentiality concerns. Ways to limit/control the use of such tools may include, but are not limited to:

1. Greater use of in-class assignments;
2. Directing students to describe their research/writing process within the assignment;
3. Directing students to include their personal experiences with the topic or assignment;
4. Requiring page numbers to support claims made in assignments about a book the student was assigned to read;
5. Requiring students to complete and provide outlines and/or early drafts for grading; and
6. Requiring students to base a paper/project solely on specific materials provided.

If a teacher suspects a student may have used an AI tool in a prohibited way for an assignment, the student may be asked to demonstrate their academic competence in a different way.

Tools to detect the use of AI may be used as one factor among others to determine whether such use has occurred provided the use of such a tool is authorized by the District.

Violation of this policy by any student or staff member may be met with disciplinary action.



Staff members who notice new, emerging issues with generative AI tools in the school environment should report these concerns to their supervisor.

The Superintendent may convene a committee to examine the issue of generative AI tools in school further and provide research or recommendations.

Sample Letter Home (TeachAI, 2025)

Dear Parents and Guardians,

As emerging technologies like artificial intelligence (AI) become more prevalent, our school is proactively developing principles to guide the safe, effective, and responsible use of these tools for student learning. After careful consideration, we have established the following principles:

1. Support Education Goals for All: AI will be thoughtfully used to enhance outcomes for every student. Here is a list of possible edtech tools in use at our schools: [Insert names and links for more information]
2. Privacy & Security: AI use will align with regulations protecting student data privacy, safety, and accessibility.
3. AI Literacy: Students and educators will build skills to critically evaluate and utilize AI technologies ethically.
4. Realize Benefits & Address Risks: We will cautiously explore AI benefits while proactively addressing risks.
5. Academic Integrity: Students will produce original work and properly credit sources, including AI tools. Here is a link to our responsible use policy: [Insert link to policy]
6. Maintain Human Agency: AI will provide support, not replace educator and student discretion in decisions. Our staff will set parameters for each class and assignment for when and how AI systems can be used.
7. Continuous Evaluation: We will routinely audit AI use, update policies with community input, and provide training to students, educators, families, and community members as needed.

We remind parents and guardians that many AI tools may have age restrictions, and when using AI tools at home, it is important to be aware of this. All tools used in school will have appropriate security measures in place to keep students and their data safe.

Our goal is to create a learning environment where AI technologies empower rather than replace the human aspects of education. We embrace these technologies cautiously to prepare students for a future where these technologies are everywhere. Please reach out with any questions or input on these principles as we navigate this rapidly changing terrain together. Thank you for your support.

Sincerely,
[Name]

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Rule Docket 08-0203-2602 Content Standards

BACKGROUND

The Idaho Academic Content Standards incorporated by reference in administrative rule reflect what K-12 students are expected to know and be able to do by specific grade levels. The content standards are on a six (6) year review schedule. The documents incorporated by reference through rule must reflect current State Board of Education approvals.

PROPOSAL

The proposed rule in Docket 08-0203-2602 updates Section 004.01, Incorporation by Reference, to revise the Idaho Content Standards.

This docket does three things:

- Restores core academic standards, including English Language Arts, Mathematics, and Science into the incorporated by reference list. These content areas were previously removed from the list and put into statute. The statute will soon be sunseting, so staff are recommending they be moved back into the list within rule.
- Updates the name of the College and Career Readiness Competencies to the Career Readiness Competencies and finalizes Board-approved changes to the incorporated by reference document.
- Proposes new or updated K-12 academic content standards incorporated by reference for: Digital Literacy, Artificial Intelligence, and Mathematics.

The proposed content standards were developed through the standard process facilitated by the Idaho State Department of Education (Department). For each content area, the Department gathered subject-matter experts, including in-the-field educators, to make recommendations. The proposed content standards are provided in Attachment 3 through Attachment 7, including comments to communicate the rationale for changes.

Collectively, these changes ensure the content standards accurately reflect current Board approvals and improve clarity and consistency between rule and instructional practice.

IMPACT

Approval of Docket 08-0203-2602 will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the rule text and the documents incorporated by reference.

Following the public comment period, the rule will return to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders the opportunity for input prior to final adoption.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Docket 08-0203-2602 was developed collaboratively by the Board and Department to ensure incorporated content standards reflect updates recommended by subject-matter experts in alignment with instructional practice.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – 08-0203-2602 Notice of Proposed Rulemaking
Attachment 2 – 08-0203-2602 Proposed Rule Redline
Attachment 3 – Proposed K-12 Mathematics Standards Redline
Attachment 4 – Proposed K-12 Mathematics Standards Clean
Attachment 5 – Proposed 9-12 Digital Literacy Standards
Attachment 6 – Proposed K-8 Technology and Artificial Intelligence Standards
Attachment 7 – Proposed 9-12 Artificial Intelligence Standards
Attachment 8 – Proposed Idaho Career Readiness Competencies

BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0203-2602, pertaining to documents incorporated by reference, including the K-12 academic content standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-105, §33-116, §33-118, §33-1612
IDAPA 08.02.03.004

REFERENCE

June 2024	The State Board of Education approved updated content standards, including related standards.
April 2025	The Legislature approved revisions to IDAPA 08.02.03 incorporating updated standards and supporting implementation.
May 2026	The State Board of Education initiated negotiated rulemaking for Docket 08-0203-2602.

Notice of Proposed Rulemaking With No Public Hearings**IDAPA 08 – STATE BOARD OF EDUCATION****08.02.03 – RULES GOVERNING THOROUGHNESS****DOCKET NO. 08-0203-2602 (OARC will assign)****NOTICE OF RULEMAKING - PROPOSED RULE**

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to sections [33-105](#), [33-116](#), [33-118](#), and [33-1612](#), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates Section 004.01, Incorporation by Reference, within IDAPA 08.02.03 to revise the Idaho Content Standards included in rule. The proposed rule updates incorporated content standards to reflect newly adopted or revised standards approved by the State Board of Education, including Digital Literacy, Artificial Intelligence, Civics, and Mathematics.

The rule also restores core academic content standards, including English Language Arts, Mathematics, and Science, to the incorporated by reference list and updates language related to College and Career Readiness Competencies.

These updates ensure the incorporated content standards accurately reflect current State Board of Education approvals and improve clarity and consistency between administrative rule and instructional practice.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: **NA**

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, [Volume 26-6](#).

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

The Idaho Department of Education (IDE) is requesting the State Board of Education promulgate rules and incorporated by reference documents regarding content standards in IDAPA 08.02.03. The math content standards were due for cyclical review. The proposed revisions are based on feedback from the review committee. Content standards proposed for Digital Literacy and Artificial Intelligence were drafted as required by legislative action. Finally, the IDE conducted a review of the Idaho Career Readiness Competencies. On June 17, 2026, the State Board

of Education approved the IDE's recommendation to move forward with the proposed changes to reflect this work.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text (*if available*), contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: <https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/>

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

Article IX, Section 2 of the Idaho Constitution and Sections [33-116](#), [33-118](#), and [33-1612](#), Idaho Code. (7-1-26)

001. SCOPE.

These rules govern the thorough education of all public school students in Idaho. (3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-15-22)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/>. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024; (7-1-25)

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024; (7-1-25)

iii. Media Arts, as adopted on June 12, 2024. (7-1-25)

iv. Music, as revised and adopted on June 12, 2024; (7-1-25)

v. Theater, as revised and adopted on June 12, 2024; (7-1-25)

vi. Visual Arts, as revised and adopted on June 12, 2024; (7-1-25)

vii. World languages, as revised and adopted on June 12, 2024. (7-1-25)

b. Computer Science, adopted on June 12, 2024. (7-1-25)

c. Driver Education, as revised and adopted on June 12, 2024. (7-1-25)

d. Health, as revised and adopted on August 24, 2022. (4-6-23)

e. Information and Communication Technology, as revised and adopted on June 12, 2024. (7-1-25)

f. Physical Education, as revised and adopted on August 24, 2022. (4-6-23)

g. Social Studies, as revised and adopted on November 20, 2025. (7-1-26)

h. ~~College and Idaho~~ Career Readiness Competencies adopted on June ~~15~~¹⁷, ~~2017~~²⁰²⁶. (3-15-22) ()

i. Mathematics, as revised and adopted on August 13, 2026. ()

j. Digital Literacy (9-12), as adopted on August 13, 2026. ()

k. Artificial Intelligence, as adopted on August 13, 2026. ()

l. English Language Arts, as adopted on January 3, 2022. ()

m. Science, as adopted on January 3, 2022.

()

02. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/>. (3-15-22)

03. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/>. (3-15-22)

04. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 20, 2025. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/>. (7-1-26)

005. -- 006. (RESERVED)

(BREAK IN CONTINUITY OF SECTIONS)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (3-15-22)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. (3-15-22)

a. Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)

b. Mastery. Students must demonstrate mastery of Idaho Content Standards in a format provided by the LEA. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the LEA. (7-1-25)

c. Credit Flexibility. The State Department of Education will support LEAs in the development of crosswalks and templates to assist in awarding credit for learning opportunities in ways that meet course requirements for high school graduation. (7-1-25)

d. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications, that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-15-22)

e. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Engineering

courses and computer science courses aligned to the state standards for grades nine (9) through (12), may be counted as a mathematics credit. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

i. Students must complete secondary mathematics in the following areas: (3-15-22)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)

(3) Two (2) credits of mathematics of the student's choice. (3-15-22)

f. Science. Six (6) credits are required. Four (4) credits are required from at least two (2) of the four (4) content areas: physics, chemistry, earth and space, or life science. An additional two (2) credits in secondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, life sciences, engineering, or computer science. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

g. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics and financial literacy (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (4-6-23)

h. Fine Arts or World Languages. Two (2) credits are required. Courses include instruction in visual arts, music, theatre, dance, or world languages aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (7-1-25)

i. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Each student shall receive a minimum of one (1) training on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (7-1-25)

j. Digital Literacy. One (1) credit is required. The course must include instruction that aligns with Idaho Content Standards associated with leveraging technology, digital citizenship, and computational thinking which are imbedded in the Information and Communication Technology Content Standards, and with leveraging the impacts of computing, algorithms, and programming, which are embedded in the Computer Science Standards. This requirement will apply to any student graduating after January 1, 2028. (7-1-25)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)

03. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. The senior project will last apply for the class of 2027, unless an LEA opts to early implement the future readiness project. (7-1-25)

04. Future Readiness Project. The future readiness project is a culminating project that demonstrates a student's application of college and career competencies and exploration of potential post high school options. All students beginning with the class of 2028 must complete a future readiness project by the end of grade twelve (12). The project must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based component in which a student demonstrates the acquisition of Idaho ~~college and career~~ **readiness** competencies. Experiences including, but not limited to apprenticeships, internships, volunteer work and extracurricular activities related to real-world skills acquisition will count toward this requirement. LEAs must determine how students will demonstrate the acquisition of college and career competencies and may require additional components. The State Department of Education will provide templates for LEAs and oversee the implementation of this provision. (7-1-25)()

05. Localized Pathways. In order to assist students in structuring their secondary course selection electives, assessment, and supplemental activities, all LEAs shall develop and post publicly two or more localized pathways. Localized pathways are designed to inform students and parents/guardians of local opportunities aligned with post-secondary goals as identified in the student's career pathway plan. The State Department of Education shall support the implementation of this provision. This provision must be implemented by all LEAs no later than June 30, 2026. (7-1-25)

06. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades ~~seven (7)~~ **nine (9)** through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-15-22)()

07. Physical Education. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the LEA. (7-1-25)

08. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.08.a. through 105.08.c. of this rule are met. (7-1-25)

- a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-15-22)
- b. The course meets the same content standards that are required in high school for the same course; (3-15-22)
and
- c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)
- d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.d. through 105.01.i. except as provided in 105.01.e.i. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.08.a. through 105.08.c. of this rule. (7-1-25)

09. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education

Manual specifications.

(3-15-22)

10. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA.

(3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

K-2 Idaho Content Standards

Mathematics

~~January 3, 2022~~ June 2026



IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | MATHEMATICS

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BOISE, IDAHO 83702
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KINDERGARTEN

In kindergarten, instruction should focus on the following: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations, such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes, such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\circ$) can engage students in the major work of the grade.

Geometric and Spatial Thinking

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

Kindergarten Overview

Counting and Cardinality

- ☐ A. Know number names and the count sequence.
- ☐ B. Count to tell the number of objects.
- ☐ C. Compare numbers.

Operations and Algebraic Thinking

- ☐ A. Patterns as a foundation of Algebraic Thinking
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- B. Components of Addition and Subtraction

Number and Operations in Base Ten

- ☐ A. Foundations for place value with numbers 11-19
Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- ☐ A. Measurable attributes
Describe and compare measurable attributes.
- ☐ B. Classification of objects
Classify objects and count the number of objects in each category.
- C. Time and money

Geometry

- ☐ A. Shape Identification
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- ☐ B. Analyze, compare, create, and compose shapes.
Shape analysis and composition

Mastery Standards

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

single-digit facts from memory, this typically involves generating a response within three to five seconds. For kindergarten this standard is:

- K.OA.A.5 Fluently add and subtract within five, including zero.

Kindergarten Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Real-life experiences should be used to support students' ability to connect mathematics to the world. To help students connect the language of mathematics to everyday life, ask students questions such as "How many students are absent?" or have them gather enough blocks for the students at their table. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.

MP.2 Reason abstractly and quantitatively.

Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. For example, a student may write the numeral 11 to represent an amount of objects counted, select the correct number card 17 to follow 16 on a calendar, or build two piles of counters to compare the numbers 5 and 8. In addition, kindergarten students begin to draw pictures, manipulate objects, or use diagrams or charts to express quantitative ideas. Students need to be encouraged to answer questions such as "How do you know?", which reinforces their reasoning and understanding and helps students develop mathematical language.

MP.3 Construct viable arguments and critique the reasoning of others.

Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. They begin to develop the ability to reason and analyze situations as they consider questions such as "Are you sure that ___?", "Do you think that would happen all the time?", and "I wonder why ___?"

MP.4 Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting

out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. For example, a student may use cubes or tiles to show the different number pairs for five, or place three objects on a ten-frame and then determine how many more are needed to “make a ten.” Students rely on manipulatives (or other visual and concrete representations) while solving tasks and record an answer with a drawing or equation.

MP.5 Use appropriate tools strategically.

Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side, or later, make math drawings of the quantities. Students decide which tools may be helpful to use depending on the problem or task and explain why they use particular mathematical tools.

MP.6 Attend to precision.

Kindergarten students begin to develop precise communication skills, calculations, and measurements. Students describe their own actions, strategies, and reasoning using grade level appropriate vocabulary. Opportunities to work with pictorial representations and concrete objects can help students develop understanding and descriptive vocabulary. For example, students describe and compare two- and three-dimensional shapes and sort objects based on appearance. While measuring objects iteratively (repetitively), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions. Students should be encouraged to answer questions such as “How do you know your answer is reasonable?”

MP.7 Look for and make use of structure.

Younger students begin to discern a pattern or structure in the number system. For instance, students recognize that $3 + 2 = 5$ and $2 + 3 = 5$. Students use counting strategies, such as counting on, counting all, or taking away, to build fluency with facts to five. Students notice the written pattern in the “teen” numbers—that the numbers start with one (representing one ten) and end with the number of additional ones. Teachers might ask, “What do you notice when ___?”

MP.8 Look for and express regularity in repeated reasoning.

In the early grades, students notice repetitive actions in counting, computations, and mathematical tasks. For example, the next number in a counting sequence is one more when counting by ones and ten more when counting by tens (or one more group of ten). Students should be encouraged to answer questions such as “What would happen if ___?” and “There are eight crayons in the box. Some are red and some are blue. How many of each could

there be?" Kindergarten students realize eight crayons could include four of each color ($8 = 4 + 4$), five of one color and three of another ($8 = 5 + 3$), and so on. For each solution, students repeatedly engage in the process of finding two numbers to join together to equal eight.

Counting and Cardinality—K.CC

~~E-K.CC.A. Know~~ Number names and the count sequence.

1. ~~Orally~~ Count to 100 by ones and by tens.
2. Starting at any given number, orally count forward within 100 and backward within 20.
3. Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Commented [JM1]: To clarify between written and verbal

~~E-K.CC.B. Count to tell the number of objects.~~ Cardinality

~~4. Understand the relationship between numbers and quantities; connect counting to cardinality.~~

~~a. 4.~~ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

~~5. Given a group of up to 20 objects, identify~~ Understand that the last number name said tells the number of objects counted. ~~The number of objects is the same~~ regardless of their arrangement or the order in which they were counted.

Clarification: Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration. Objects should include coins.

~~b.~~

Commented [JM2]: Introduction to money as a system of counting. Will connect to addition and subtraction in later grades.

~~c. 6. Understand that each successive number name refers to a quantity that is one larger.~~ Recognize the “one more” pattern of counting using objects.

~~5. Given a group of up to 20 objects, count the number of objects in that group and state the number of objects in a rearrangement of that group without recounting. Given a verbal or written number from zero to 20, count out that many objects.~~

Clarification: Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration.

Commented [JM3]: Redundant to Number 3 and 5

~~E-K.CC.C. Compare~~ Number comparisons.

~~4.~~ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to ten objects.

~~6.~~ *Clarification: The expectation is not to use the relational symbols =, > or <.*

~~7.5.~~ Compare two numbers between one and ten presented as written numerals.

Operations and Algebraic Thinking —K.OA

Patterns as a Foundation of Algebraic Thinking

1. Recognize simple patterns

Clarification: Simple patterns (which are easy to spot and repeat in basic two-item sequences).

2. Independently create and duplicate simple patterns.

1. Complete a simple pattern with missing elements.

~~E-K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.~~ Components of Addition and Subtraction

1. Represent addition and subtraction of two whole numbers within ten.

~~1-~~ Clarification: Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

2. Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations.

Clarification: Students are not expected to independently read word problems.

3. Decompose whole numbers from one to ten into pairs in more than one way from by using physical, to visual, and finally or symbolic representations.

Example: Decomposing 5 may include $5 = 2 + 3$ and $5 = 4 + 1$.

4. For a given whole number from one to nine, identify find the number that makes ten when given a whole number from one to nine, added to the number by using physical, to visual, and finally or symbolic representations.

5. Fluently add and subtract within five, including zero.

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

Commented [JM4]: Emphasizes the progression

Number and Operations in Base Ten —K.NBT

~~E-K.NBT.A. Work with numbers 11 — 19 to gain F~~ Foundations for place value with numbers 11-19.

1. Compose (put together) and decompose (break apart) numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by using physical, visual, or symbolic representations.

~~1-~~ Clarification: Students should understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Example: Recording the decomposition of 18 may look like $18 = 10 + 8$.

Measurement and Data —K.MD

~~1-K.MD.A. Describe and compare m~~Measurable attributes.

1. Identify that objects can have several ~~Describe~~ measurable attributes ~~of objects~~, such as length, volume, or weight. ~~Describe several measurable attributes of a single object.~~
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference.

Example: Directly compare the heights of two children and describe one child as taller/shorter.

Commented [JM5]: Volume clarifies the standard and leads to measurement progressions in later grades

~~1-K.MD.B. Classification of~~objects ~~and count the number of objects in each category.~~

3. Classify objects into given categories ~~based on measurable attributes that they have in common with~~ justification ~~count the numbers of objects in each category (up to and including ten) and sort the categories by count.~~

Commented [JM6]: This is already addressed in the cardinality standard

Time and Money

4. Sort coins according to their value including pennies, nickels, and dimes

Commented [JM7]: Time and Money are addressed in future grades and is utilized as labels in stories and word problems. Supports counting and place value.

5. Identify the numeral 1-12 and their positions on an analog clock

Commented [JM8]: Foundational skill for money, (see previous addition of money from counting and cardinality) Supports number sense, word problems in later grades, introduces labels that are specific to the American system

Geometry —K.G

~~1-K.G.A. Identify and describe shapes~~Shape Identification (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as “above,” “below,” “beside,” “in front of,” “behind,” and “next to.”

Commented [JM9]: This directly correlates to ELA standards rather than math

1.

2. Correctly n Name shapes regardless of their orientations or overall size.

Clarification: squares, circles, triangles, rectangles, rhombi, hexagons, cubes, cones, cylinders, and spheres.

Commented [JM10]: To defer “diamond” terminology

3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Clarification: items can be represented through concrete and abstract models

Examples:

1. Concrete: counting cubes, balls, etc.

2. Abstract: digital modeling or pictures

~~K.G.B. Analyze, compare, create, and compose shapes.~~ Shape analysis and composition

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.

Examples:

1) Number of sides and vertices/ "corners"

2) Having sides of equal length

5. Represent shapes in the world by using a variety of models. ~~Model shapes in the world by building shapes from components/materials and drawing shapes.~~

Clarification: ~~Components/materials~~ Models may include: sticks, clay balls, marshmallows and/or spaghetti and/or drawings.

6. Compose ~~simple~~ shapes to form larger two-dimensional shapes.

Example: Can you join these two triangles with full sides touching to make a rectangle?

Commented [JM11]: This allows students to recognize and represent shapes in multiple mediums.

FIRST GRADE

In first grade, instruction should focus on the following: (1) developing understanding of addition and subtraction, as well as strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model “add to,” “take from,” “put together,” “take apart,” and “compare” situations to develop meaning for the operations of addition and subtraction, and develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of ten. They compare whole numbers (at least to 100) to develop an understanding of and solve problems involving their relative sizes. They think of whole numbers between ten and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.³
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes,

³Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\circ$) can engage students in the major work of the grade.

Geometric and Spatial Thinking

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

First Grade Overview

Operations and Algebraic Thinking

- ☐ A. ~~Represent and solve problems involving addition and subtraction.~~ Patterns as a foundation of algebraic thinking
- ☐ B. ~~Problem solving with addition and subtraction~~ Understand and apply properties of operations and the relationship between addition and subtraction.
- ☐ C. ~~Add and subtract within 20.~~ Properties of operations and the relationship between addition and subtraction
- ☐ D. ~~Work with addition and subtraction equations.~~ Addition and subtraction within 20
- E. Addition and subtraction with equations

Number and Operations in Base Ten

- ☐ A. Counting sequence ~~Extend the counting sequence.~~
- ☐ B. Understand place value. Foundations of a place value with two digit numbers
- ☐ C. Components of addition and subtraction with place value Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- ☐ A. Measurements and estimates in standard and non standard units Measure lengths indirectly and by iterating (repeating) length units.
- ☐ B. ~~Tell and write time.~~ Data Science
- C. Time and Money Represent and interpret data.
- D. Work with money.

Geometry

- ☐ A. ~~Reason with shapes and their attributes.~~ Shape attributes

Mastery Standards

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing~~

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

single-digit facts from memory, this typically involves generating a response within three to five seconds. For first grade this standard is:

- 1.OA.C.6 Demonstrate fluency for addition and subtraction within ten, use strategies to add and subtract within 20.

First Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They are willing to try other approaches.

MP.2 Reason abstractly and quantitatively.

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. In first grade students make sense of quantities and relationships while solving tasks. They represent situations by decontextualizing tasks into numbers and symbols. For example, “There are 60 children on the playground and some children go line up. If there are 20 children still playing, how many children lined up?” Students translate the situation into the equation: $60 - 20 = \square$ and then solve the task. Students also contextualize situations during the problem-solving process. For example, students refer to the context of the task to determine that they need to subtract 20 from 60 because the total number of children on the playground is 20 less than the original number of children playing. Students might also reason about ways to partition two-dimensional geometric figures into halves and fourths.

MP.3 Construct viable arguments and critique the reasoning of others.

First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving prompts like “How did you get that?”, “Explain your thinking.”, and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask questions. For example, “There are 15 books on the shelf. If you take some books off the shelf and there are now 7 left, how many books did you take off the shelf?” Students might use a variety of strategies to solve the task and then share and discuss their problem-solving strategies with their classmates.

MP.4 Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. First grade students model real-life mathematical situations with a number sentence or an equation and check to make sure the equations accurately match the problem context. Students use concrete models and pictorial representations while solving tasks and also write an equation to model problem situations. For example, to solve the problem “There are 11 bananas on the counter. If you eat 4 bananas, how many are left?” students could write the equation $11 - 4 = 7$. Students also create a story context for an equation such as $13 - 7 = 6$.

MP.5 Use appropriate tools strategically.

In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders might decide it would be best to use colored chips to model an addition problem. In first grade students use tools such as counters, place value (base ten) blocks, hundreds number boards, number lines, concrete geometric shapes (e.g., pattern blocks, three-dimensional solids), and virtual representations to support conceptual understanding and mathematical thinking. Students determine which tools are the most appropriate to use. For example, when solving $12 + 8 = \square$, students explain why place value blocks are more appropriate than counters.

MP.6 Attend to precision.

As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. In grade one, students use precise communication, calculation, and measurement skills. Students are able to describe their solution strategies to mathematical tasks using grade-level appropriate vocabulary, precise explanations, and mathematical reasoning. When students measure objects iteratively (repetitively), they check to make sure there are no gaps or overlaps. Students regularly check their work to ensure the accuracy and reasonableness of solutions.

MP.7 Look for and make use of structure.

First graders begin to discern a pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$. While solving addition problems, students begin to recognize the commutative property; for example, $7 + 4 = 11$, and $4 + 7 = 11$. While decomposing two-digit numbers, students realize that any

two-digit number can be broken up into tens and ones, e.g., $35 = 30 + 5$, $76 = 70 + 6$. Grade one students make use of structure when they work with subtraction as a missing addend problem; for example, $13 - 7 = \square$ can be written as $7 + \square = 13$, and can be thought of as “How much more do I need to add to 7 to get to 13?”

MP.8 Look for and express regularity in repeated reasoning.

First grade students begin to look for regularity in problem structures when solving mathematical tasks. For example, students add three one-digit numbers by using strategies such as “make a ten” or doubles. Students recognize when and how to use strategies to solve similar problems. For example, when evaluating $8 + 7 + 2$, a student may say, “I know that eight and two equals ten, then I add seven to get to 17. It helps if I can make a ten out of two numbers when I start.” Students use repeated reasoning while solving a task with multiple correct answers. For example, students might solve the problem “There are 12 crayons in the box. Some are red and some are blue. How many of each could there be?” Students use repeated reasoning to find pairs of numbers that add up to 12 (e.g., the 12 crayons could include six of each color ($6 + 6 = 12$), or seven of one color and five of another ($7 + 5 = 12$)).

Operations and Algebraic Thinking —1.OA

Patterns as a Foundation of Algebraic Thinking

1. Recognize and extend simple and complex patterns

Clarification: Simple patterns (which are easy to spot and repeat in basic two-item sequences) and complex patterns (which involve multiple elements, changing attributes, or growing sequences).

2. Independently complete complex patterns with multiple missing elements

~~E1.OA.A. Represent and solve problems involving addition and subtraction.~~ **Problem solving with addition and subtraction**

~~**Clarification:** -Students are not expected to independently read word problems.~~

1. Solve addition and subtraction word problems within 20 involving **multiple** situations.

~~1-2.~~ **Clarification: Situations should include** ~~of~~ adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.

~~2-3.~~ Solve **addition** word problems that **include** ~~call for addition of~~ three whole numbers whose sum is less than or equal to 20 ~~by~~ using physical, visual, and symbolic representations.

~~**Clarification:** -Students are not expected to independently read word problems.~~

~~E1.OA.B. Understand and apply **p**roperties of operations and the relationship between addition and subtraction.~~

~~3-4.~~ Solve problems using the 4 properties of addition. **Apply** properties of operations to add.

Examples:

1) If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.)

2) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

3) $3 + 0 = 3$ Any number added to zero is the number itself. (Identity Property)

4) The equation $12 - 7 = ?$ can be restated as $7 + ? = 12$ to determine the difference is 5. (Inverse Property)

Clarification: Students need not use formal terms for these properties.

4. Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

Example: The equation $12 - 7 = ?$ can be restated as $7 + ? = 12$ to determine the difference is 5.

E-1.OA.C. Addition and subtraction within 20.

5. Demonstrate the relationship between counting with the operations of addition and subtraction. Relate counting to addition and subtraction.

Example: When students count on 3 from 4, they should write this as $4 + 3 = 7$. When students count on for subtraction, 3 from 7, they should connect this to $7 - 3 = 4$. Students write " $7 - 3 = ?$ " and think "I count on 3 + ? = 7."

Commented [JM12]: The original standard focused on a strategy rather than the deeper understanding of the standard. "relate" is difficult to assess.

5. Demonstrate fluency for Efficiently recall addition and subtraction facts within ten.

6. Use strategies to fluently to add and subtract within 20.

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

Students may use mental strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.

Commented [JM13]: This standard was split to recognize the two levels of mastery expectations for fluency

E-1.OA.D. Work with Addition and subtraction equations.

7. Understand Explain the meaning of the equal sign to represent an equivalent relationship between two quantities, ~~and determine if equations involving addition and subtraction are true or false.~~

Example: Which of the following equations are true and which are false? *Explain why.* $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position.

Example: Determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

8-9. Solve addition and subtraction real-world problems using objects, drawings, or equations to represent the problem.

Example: Determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 - ? = 3$, $6 + 6 = ?$.

Commented [JM14]: This shows the progression of understanding with addition and subtraction and real world experiences.

Number and Operations in Base Ten — 1.NBT

1.NBT.A. Extend the counting sequences.

1. Starting at a given number, count forward and backwards within 120 by ones. In this range, read and write numerals and represent a number of objects with a written numeral.

1-2. Skip count by twos to 20, by fives to 100, and by tens to 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Commented [JM15]: Separated the standard to properly assess the different skills

1.NBT.B. Understand Foundations of place value with two-digit numbers.

2-3. Explain/Understand that the two digits of a two-digit number represent amounts of tens and ones.

Clarification: Understand:

- 10 can be thought of as a bundle of ten ones — called a “ten.”
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).

3-4. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.C. Use place value understanding and properties of operations to add and subtract. Components of addition and subtraction with place value

5. Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationship between addition and subtraction.

4. Examples:

- Add a two-digit number and a one-digit number.
- Add a two-digit number and a multiple of ten.
- Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones, and sometimes it is necessary to compose a ten.

~~5-6.~~ Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used.

~~7.~~ Subtract multiples of ten in the range 10 – 90 from multiples of ten in the range 10 – 90 by using physical, visual, and symbolic representations.

~~6.~~ **Clarification:** Place ~~with~~ an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction. ~~relate the strategy to a written method and explain the reasoning used.~~

Example: $70 - 40$ can be thought of as 7 tens take away 4 tens, or can be rewritten as a missing addend problem: $40 + ? = 70$.

Commented [JM16]: Unfamiliar with this phrasing and what is being asked

Measurement and Data —1.MD

~~1.MD.A. Measure~~ **ments and Estimations** ~~lengths in standard and non-standard units, directly and by iterating (repeating) length units.~~

~~1.~~ Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Clarification: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inch-tiles or centimeter tiles.

~~2.~~ Order three objects by length; compare the lengths of two objects indirectly by using a third object. Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.

~~3.~~ Compare and order the length of up to three objects using direct and indirect comparison.

~~1-4.~~ Explore measurement tools and methods to describe the observable properties of an object.

~~2-1.~~ Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Clarification: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inch-tiles or centimeter tiles.

~~1.MD.B. Tell and write time.~~

Commented [JM17]: In comparison to other states, standard units are included in 1st grade.

Commented [JM18]: This supports the Kinder additional standard of observable properties. Connects to Science and provides experience for word problems.

~~3. Tell and write time in hours and half-hours using analog and digital clocks.~~

~~1~~ **1.MD.C. Represent and interpret data. Data Science**

4. 6. Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions.
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Commented [JM19]: This simplifies the same concepts while adding examples of graphs and charts to introduce for 2nd grade.

~~1~~ **1.MD.D. Work with Time and money.**

~~5.~~ 7. Tell and write time in hours and half-hours using analog and digital clocks.

~~8.~~ Identify quarters, dimes, and nickels and relate their values to pennies as the unit while using the cent symbol.

Commented [JM20]: Split to address two different skills

~~9.~~ Represent Find equivalent coin values (e.g., a nickel is equivalent to five pennies).

~~5.~~ Clarification: Value should not exceed one dollar.

Geometry — 1.G

~~1~~ **1.G.A. Reason with shapes and their attributes. Shape Attributes**

~~1.~~ Identify and Compare defining attributes and non-defining attributes of two- and three-dimensional shapes;

~~1.2.~~ Build and draw shapes using that possess defining attributes.

Clarification: The defining attributes of triangles are closed and three-sided versus non-defining attributes of color, orientation, and overall size.

Commented [JM21]: Split standard to clarify and support assessment.

~~3.~~ Compose and decompose two-dimensional (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Examples:

a. Two-dimensional shapes: (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)

~~2.~~ b. Three-dimensional shapes: (cubes, right rectangular prisms, right circular cones, and right circular cylinders)

Clarification: Students do not need to learn formal names such as "right rectangular prism."

~~3.4.~~ Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partitioning into more equal shares creates smaller shares, and

~~use fraction language to describe the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.~~

~~a. Examples: Describe the shares using the words "halves," "fourths," and "quarters," and use of the phrases "half of," "a fourth of," and "a quarter of," and "whole."~~

~~b. Describe the whole as two of, or four of, the shares.~~

SECOND GRADE

In second grade, instruction should focus on the following: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1,000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
2. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1,000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.
4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of

the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\odot$) can engage students in the major work of the grade.

Geometric and Spatial Thinking

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

Second Grade Overview

Operations and Algebraic Thinking

- ☐ A. Patterns as a foundation of Algebraic thinking Represent and solve problems involving addition and subtraction.
- ☐ B. Add and subtract within 20. Problem solving with addition and subtraction
- ☐ C. Addition and subtraction within 20. Work with equal groups of objects to gain foundations for multiplication.

D. Foundations of multiplication

Number and Operations in Base Ten

- ☐ A. Place Value Understand place value.
- ☐ B. Components of addition and subtraction with place value Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- ☐ A. Measure and estimate lengths in standard units. Measurements and estimates in standard units
- ☐ B. Measurements with addition and subtraction Relate addition and subtraction to length.
- ☐ C. Data Science Work with time and money.
- ☐ D. Represent and interpret data. Time and money

Geometry

- ☐ A. Shape attributes Reason with shapes and their attributes.

Mastery Standards

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For second grade these standards are:

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

- ~~2.OA.B.2 Demonstrate fluency for addition and subtraction within 20 using mental strategies. By the end of grade two, recall basic facts to add and subtract within 20 with automaticity.~~
- ~~2.NBT.B.5 Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations.~~

Second Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach. An example for this might be giving a student an equation and having him/her write a story to match.

MP.2 Reason abstractly and quantitatively.

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and relate addition and subtraction to length. In second grade students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task “There are 25 children in the cafeteria, and they are joined by 17 more children. How many students are in the cafeteria?” Students translate the situation into an equation, such as: $25 + 17 = \square$ and then solve the problem. Students also contextualize situations during the problem-solving process. For example, while solving the task above, students might refer to the context of the task to determine that they need to subtract 19 if 19 children leave.

MP.3 Construct viable arguments and critique the reasoning of others.

Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving prompts like “How did you get that?”, “Explain your thinking.”, and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask appropriate questions. Students critique the strategies and reasoning of their classmates. For example, to solve $74 - 18$, students may use a variety of strategies, and after working on the task, they might discuss and critique each others’ reasoning and strategies, citing similarities and differences between various problem-solving approaches.

MP.4 Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. In grade two students model real-life mathematical situations with a number sentence or an equation and check to make sure that their equation accurately matches the problem context. They use concrete manipulatives and pictorial representations to explain the equation. They create an appropriate problem situation from an equation. For example, students create a story problem for the equation $43 + 17 = \square$, such as "There were 43 gumballs in the machine. Tom poured in 17 more gumballs. How many gumballs are now in the machine?"

MP.5 Use appropriate tools strategically.

In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation. Students may use tools such as snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, virtual manipulatives, and concrete geometric shapes (e.g., pattern blocks, three-dimensional solids). Students understand which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.

MP.6 Attend to precision.

As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. Second grade students communicate clearly, using grade-level appropriate vocabulary accurately and precise explanations and reasoning to explain their process and solutions. For example, while measuring an object, students carefully line up the tool correctly to get an accurate measurement. During tasks involving number sense, students consider if their answer is reasonable and check their work to ensure the accuracy of solutions.

MP.7 Look for and make use of structure.

Second grade students look for patterns and structures in the number system. For example, students notice number patterns within the tens place as they connect skip counting by tens to corresponding numbers on a 100s chart. Students see structure in the base-ten number system as they understand that ten ones equal a ten, and ten tens equal a hundred. Students adopt mental math strategies based on patterns (making ten, fact families, doubles).

They use structure to understand subtraction as missing addend problems (e.g., $50 - 33 = \square$ can be written as $33 + \square = 50$, and can be thought of as “How much more do I need to add to 33 to get to 50?”)

MP.8 Look for and express regularity in repeated reasoning.

Second grade students notice repetitive actions in counting and computation (e.g., number patterns to skip count). When children have multiple opportunities to add and subtract, they look for shortcuts, such as using estimation strategies and then adjust the answer to compensate. Students continually check for the reasonableness of their solutions during and after completing a task by asking themselves, “Does this make sense?”

Operations and Algebraic Thinking —2.OA

Patterns as a Foundation of Algebraic Thinking

1. Identify the rule of a pattern by naming the smallest unit that repeats.

Clarification: The same pattern structure can be found in many different forms.

2. Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.
3. Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

2.OA.A. Represent and solve problems involving addition and subtraction.

2. Use addition and subtraction within 100 to solve one- and two-step word problems.

Clarification: -Should involve situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.

2.OA.B. Addition and subtraction within 20.

3. Demonstrate fluency for addition and subtraction within 20 using mental strategies. By the end of grade two, recall basic facts to add and subtract within 20 with automaticity.

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

Students may use mental strategies such as counting on, making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction, and creating equivalent but easier or known sums.

2.OA.C. Work with equal groups of objects to gain foundations for multiplication.

4. Determine whether a group of objects (up to 20) has an odd or even number by pairing objects or counting them by 2's; record using drawings and equations including expressing an even number as a sum of two equal addends.

Clarification: Students may pair objects or count them by twos.

Commented [JM22]: It changes the focus from even to odd to the pairing and multiplication foundation.

- 4- 5. Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Example: The total number of objects arranged in a 2×5 rectangular array can be found by adding $2 + 2 + 2 + 2 + 2$.

Number and Operations in Base Ten —2.NBT

~~E-2.NBT.A. Understand~~ Place value.

- 1- ~~Explain~~ Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

1- ~~Clarification: Understand:~~

- 100 can be thought of as a bundle of ten tens—called a “hundred.”
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Example: The number 241 can be expressed as 2 hundreds + 4 tens + 1 one or as 24 tens + 1 one or as 241 ones.

- 2- 2. Count within 1,000; skip-count by twos, fives, tens, and 100s. Identify patterns in skip counting starting at any number.

- 3- 3. Read and write numbers from 0 to 1,000 using standard form, expanded form, and word form.

Example: The number two-hundred forty-one written in standard form is 241 and in expanded form is $200 + 40 + 1$.

- 4- 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

~~E-2.NBT.B. Use place value understanding and properties of operations to add and subtract.~~ Components of addition and subtraction with place value

- 5- 5. Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations.

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

- 6- 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

7. Add and subtract whole numbers within 1,000, by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.

7. Clarification:

- a. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.
- b. Understand that sometimes it is necessary to compose or decompose tens or hundreds.

Example: Students may use equations to represent their strategies based on place value such as: $324 + 515 = (300 + 500) + (20 + 10) + (4 + 5) = 839$.

8. 8. Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number.

9. Explain why addition and subtraction strategies work by-using place value and the properties of operations.

9. Clarification: Explanations may be supported by drawings or objects. Engage students in discussions about why some strategies are more efficient than others in certain contexts.

Measurement and Data —2.MD

~~E~~ 2.MD.A. Measure ments and estimatations e-lengths in standard units.

~~1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.~~

1. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Clarification: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

~~2.~~

~~3-2.~~ Estimate lengths using units of inches, feet, centimeters, and meters.

3. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

4. Explore and use the appropriate tools and units of measurement, both customary and metric, to measure weight, mass, liquid volume, and capacity.

~~E~~ 2.MD.B. Relate a Measurements with a addition and subtraction n-to-length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.

Clarification: Students may use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

6. Represent whole numbers as lengths from zero on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

. Data Science

7. Collect, organize and record data that can naturally answer questions on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.

8. Collect, organize and record a data set with up to four categories by drawing a picture graph and a bar graph (with single-unit scale). Solve simple put-together, take-apart, and compare problems using information presented in the graph.

9. Evaluate and Interpret data collected by others.

~~6.~~

~~A~~ 2.MD.C. Work with t Time and money.

Commented [JM23]: Ties directly into 3rd grade to provide foundational skills of measurement and data

Commented [JM24]: Gives more opportunity for data to be collected more than lengths and for students to respond to the data.

Commented [JM25]:

Commented [JM26R25]:

Commented [JM27]: (DataScience: Measurment and Datafication- sub strand B3.2A)

10. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

~~7.~~ Clarification: Students should use “quarter of an hour,” “quarter after,” “quarter till,” “half of an hour,” and “half past.”

~~8-11.~~ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10), using \$ and ¢ symbols appropriately and whole-dollar amounts.

Example: A sample question could be, “If you have 2 dimes and 3 pennies, how many cents do you have? If you have \$3 and 4 quarters, how many dollars or cents do you have?”

Commented [JM28]: Builds upon 1st grade language for time and foundational for fractions.

~~2.MD.D. Represent and interpret data.~~

~~9.~~ Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record data on a line plot (dot plot) where the horizontal scale is marked off in whole number units.

~~10.~~ Draw a picture graph and a bar graph (with single unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.

Commented [JM29]: Gives more opportunity for data to be collected more than lengths and for students to respond to the data.

Geometry —2.G

~~2.G.A. Reason with shapes and their attributes.~~ Shape attributes

1. Recognize and draw 2D shapes having specified attributes, such as a given number of angles and sides, or a given number of equal faces. Identify triangles, squares, rectangles, rhombi, trapezoids, pentagons, hexagons, and octagons, and cubes.

~~1-2.~~ Recognize and draw 3D shapes having specific attributes, such as vertices and faces. Identify cubes, spheres, pyramids, rectangular prisms, right circular cones, and right circular cylinders based on their attributes.

Commented [JM30]: This continues the progression of 2D and 3D shapes and attributes from K-1st and into 3rd grade.

3. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

~~2.~~ Clarification: Grade level expectation is that rectangles would be no larger than 5 rows and 5 columns.

Commented [JM31]:

4. Partition circles and rectangles into two, three, or four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Commented [JM32R31]:

~~3.~~ Clarification:

- Describe the shares using the words “halves,” “thirds,” “fourths,” and “quarter,” and use the phrases “half of,” “a third of,” “a fourth of,” and “quarter of.”

- b. Describe the whole as two of, three of, or four of the shares.
- c. Recognize that equal shares of identical wholes need not have the same shape.

3-5 Idaho Content Standards

Mathematics

~~January 3, 2022~~ June 2026



IDAHO STATE DEPARTMENT OF EDUCATION
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THIRD GRADE

In third grade, instruction should focus on the following: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.
2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into three equal parts, the parts are longer than when the ribbon is divided into five equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps; a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with

definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\circ$) can engage students in the major work of the grade.

Geometric and Spatial Thinking

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

Third Grade Overview

Operations and Algebraic Thinking

- ☐ A. Represent and solve problems involving multiplication and division.
- ☐ B. Understand properties of multiplication and the relationship between multiplication and division.
- ☐ C. Multiply and divide within 100.
- ☐ D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- ☐ A. Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations – Fractions

- ☐ A. Develop understanding of fractions as numbers.

Measurement and Data

- ☐ A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- ☐ B. Represent and interpret data.
- ☐ C. Geometric measurement: Understand concepts of area and relate area to multiplication and to addition.
- ☐ D. Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- ☐ A. Reason with shapes and their attributes.

Mastery Standards

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For third grade these standards are:

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Commented [JW1]: Update these to match changes

Commented [JW2R1]: Would be easier with two people

~~• 3.OA.C.7.b Demonstrate fluency for multiplication within 100. Know from memory all products of two single-digit numbers and related division facts.~~

~~• 3.NBT.A.2* Fluently add and subtract whole numbers within 1,000 using understanding of place value and properties of operations.~~

~~**Designated as a mastery standard because students in third grade fluently add and subtract within 1,000 using methods based on place value, properties of operations, and/or the relationship between addition and subtraction. They focus on methods that generalize readily to larger numbers, emphasizing the relationship between addition and subtraction. These methods can be extended to 1,000,000 in fourth grade and fluency can be developed with larger numbers.*~~

Third Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In third grade, mathematically proficient students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Students may use concrete objects, pictures, or drawings to help them conceptualize and solve problems, such as “Jim purchased five packages of muffins. Each package contained three muffins. How many muffins did Jim purchase?” or “Describe another situation where there would be five groups of three or 5×3 .” Students may check their thinking by asking themselves, “Does this make sense?” Students listen to other students’ strategies and are able to make connections between various methods for a given problem.

MP.2 Reason abstractly and quantitatively.

Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. For example: students apply their understanding of the meaning of the equal sign as “the same as” to interpret an equation with an unknown. When given $4 \times \square = 40$, they might think:

- 4 groups of some number is the same as 40
- 4 times some number is the same as 40
- I know that 4 groups of 10 is 40 so the unknown number is 10
- The missing factor is 10 because 4 times 10 equals 40.

Teachers might ask, “How do you know?” or “What is the relationship between the quantities?” to reinforce students’ reasoning and understanding.

MP.3 Construct viable arguments and critique the reasoning of others.

Students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions that the teacher facilitates by asking questions such as “How did you get that?” and “Why is that true?” Students explain their thinking to others and respond to others’ thinking. For example, after investigating patterns on the [addition or multiplication table](#), students might explain why the pattern makes sense.

MP.4 Model with mathematics.

Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; ~~acting out~~; making a chart; list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students use various contexts and a variety of models (e.g., circles, squares, rectangles, fraction bars, and number lines) to represent and develop understanding of fractions. Students use models to represent both equations and story problems and can explain their thinking. They evaluate their results in the context of the situation and reflect on whether the results make sense. Students should be encouraged to answer questions such as “What math drawing or diagram could you make and label to represent the problem?” or “What are some ways to represent the quantities?”

MP.5 Use appropriate tools strategically.

Third graders consider the available tools (including drawings and estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table and determine whether they have all the possible rectangles. Students should be encouraged to answer questions such as “Why was it helpful to use ____?”

MP.6 Attend to precision.

As third graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

MP.7 Look for and make use of structure.

Students look closely to discover a pattern or structure. For instance, students use properties of operations (e.g., the commutative and distributive properties) as strategies to multiply and divide. Teachers might ask, “What do you notice when ____?” or “How do you know if something is a pattern?”

MP.8 Look for and express regularity in repeated reasoning.

Students in third grade should notice repetitive actions in computation and look for more shortcut methods. For example, students use the distributive property as a strategy for using products they know to solve products that they do not know. For example, if students are asked to find the product of 7×8 , they might decompose 7 into 5 and 2 and then multiply 5×8 and 2×8 to arrive at $40 + 16$ or 56. In addition, third graders continually evaluate their

work by asking themselves, “Does this make sense?” Students should be encouraged to answer questions such as “What is happening in this situation?” or “What predictions or generalizations can this pattern support?”

Operations and Algebraic Thinking – 3.OA

~~E-3.OA.A. Represent and solve problems involving M~~ultiplication and ~~d~~ivision.

~~1-3.OA.1 Interpret~~ ~~Explain~~ a product of whole numbers as ~~the total found by multiplying equal groups~~ a grouping of sets, e.g., 5×7 as five groups of seven objects each.

~~2-3.OA.2 Explain~~ ~~Interpret~~ a quotient of whole numbers as ~~the result of~~ equal sharing, e.g., $56 \div 8$ as the number in each ~~group~~share when 56 objects are split into 8 equal ~~groups~~shares, or as the number of ~~groups~~shares when 56 objects are split into equal ~~groups~~shares of 8 objects each.

~~3-3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurements by using visual and symbolic representations, with a symbol for an unknown number.~~

~~4-3.OA.4 Determine the unknown whole number in a multiplication or division equation relating involving~~ three whole numbers.

Example: Determine the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

~~E-3.OA.B. Understand P~~roperties of multiplication and the relationship between multiplication and division.

~~5-3.OA.5 Apply the identity, commutative, associative, and distributive~~ properties of operations to multiply ~~and divide~~.

Clarification: Students need not use formal terms for these properties (~~identity, commutative, associative, distributive~~).

~~3.OA.6 Understand division as determining an unknown factor in a multiplication problem. Use the relationship between multiplication and division to identify the unknown factor in a division problem.~~

Clarification: Teachers should engage students in discussions about why some strategies are more efficient than others in certain contexts.

6. —

~~E-3.OA.C. Multi~~lication ~~y~~ and ~~d~~ivide within 100.

~~3.OA.7 Fluently multiply within 100, using strategies such as properties of operations. Efficiently recall all products of two, one-digit numbers..~~

~~Fluently multiply within 100, using strategies such as properties of operations. By the end of Grade 3, know from memory all products of two, one-digit numbers.~~

~~7. Demonstrate fluency for multiplication within 100.~~

Commented [SJM3]: removed the numbers because it is not a standard but just a heading and will follow suit throughout document

Commented [SJM4]: if no specific comment, standard was revised for clarity

Commented [SJM5]: removal of divide due to the fact that these properties of division

Commented [SJM6]: conceptual clarification

- a. ~~— Demonstrate understanding of strategies that make use of the relationship between multiplication and division or properties of operations.~~
- b. ~~— Know from memory all products of two single-digit numbers and related division facts.~~

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

~~E-3.OA.D. Solve problems involving the F~~four operations, and ~~identify and explain~~ patterns in arithmetic.

~~8-3.OA.8~~ Solve two-step word problems involving whole numbers using the four operations.

- a. Represent these problems using equations with a letter standing for the unknown quantity.
- b. ~~Determine~~Assess the reasonableness of answers using mental computation and estimation strategies, ~~including rounding.~~

~~9-3.OA.9~~ Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.

Example: Arithmetic patterns are patterns that change by the same rate, such as adding the same number; the series 2, 4, 6, 8, 10 is an arithmetic pattern that increases by 2 between each term.

Number and Operations in Base Ten – 3.NBT

~~3.NBT.A. Use P~~lace value understanding and properties of operations to perform multi-digit arithmetic.

~~1- 3.NBT.1~~ Round a whole number (within 1,000) to the tens or hundreds place, using place value understanding or a visual representation.

~~3.NBT.2 2-~~ Fluently add and subtract whole numbers within 1,000 using strategies based on understanding of place value and properties of operations.

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

~~3-3.NBT.3~~ Multiply one-digit whole numbers by multiples of ten in the range 10– 90 using understanding of place value and properties of operations.

Number and Operations – Fractions – 3.NF

~~E-3.NF.A. Develop understanding of f~~ractions as numbers.

3.NF.1 ~~1-~~ Identify a unit fraction as one part of a whole that is partitioned into equal parts.

Example: $\frac{1}{4}$ is one part of a whole partitioned into four equal parts. Understand a fraction $\frac{1}{b}$ as the quantity formed by one part when a whole (a single unit) is partitioned into b equal parts; understand $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

3.NF.2 Identify $\frac{a}{b}$ as the quantity formed by a parts of a unit fraction, $\frac{1}{b}$.

3.NF.3 Define the denominator of a fraction as the number of equal parts into which the whole is partitioned.

3.NF.4 Define the numerator of a fraction as the number of selected equal parts that are being counted or considered.

1- 3.NF.5 Understand a fraction as a number on the number line; ~~R~~represent and determine placement of fractions on a number line ~~diagram~~.

a. Partition the distance between 0 and 1 into equal pieces and use those pieces to locate and label fractions. Represent a unit fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the fraction $\frac{1}{b}$ is located $\frac{1}{b}$ of a whole unit from 0 on the number line.

a. _____

b. Find any fraction between 0 and 1 on a number line by counting equal sized pieces from 0. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.

b. _____

3- 3.NF.6 Explain equivalence of fractions and compare fractions by reasoning about their size, (~~denominators: 2, 3, 4, 6, & 8~~) in limited cases.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number ~~a~~ line. Use number lines or area models to explain why two fractions are equivalent and how they represent the same quantity

b. Recognize and ~~Identify and g~~generate simple equivalent fractions, and explain why the fractions are equivalent, such as by using a visual fraction model.

Example: $\frac{1}{2} = \frac{2}{4}$; $\frac{4}{6} = \frac{2}{3}$

~~e.b.~~ Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

Example: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.

~~e.c.~~ Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record the results of the comparisons with the symbols $>$, $=$, and $<$, and justify the conclusion using visual representations ~~and/or~~ verbal reasoning.

Measurement and Data – 3.MD

~~E-3.MD.A. Solve **P**roblems involving measurement ~~and estimation of intervals of time, liquid volumes, and masses of objects.~~~~

~~3.MD.1~~ Tell and write time to the nearest minute within the same hour and measure time intervals in minutes. ~~Solve word problems involving addition and subtraction of time intervals in minutes.~~

~~Clarification: Students may use tools such as clocks, number line diagrams, and tables to solve problems involving time intervals.~~

~~Identify and use the appropriate tools and units of measurement, both customary and metric, to solve one-step word problems using the four operations involving weight, mass, liquid volume, and capacity (within the same system and unit).~~ ~~3.MD.2 -Measure liquid volumes and masses of objects using both ~~customary~~ standard and metric units.~~

~~3.MD.3 Solve one-step word problems using the four operations involving masses or volumes in the same units.~~

~~Clarification: Students may use drawings (such as a beaker with a measurement scale) to represent the problem.~~

This standard does not include conversions between units. The focus is on measuring and reasonable estimates, using benchmarks to measure weight, and capacity.

~~A-3.MD.B. Represent and interpret Data Science.~~

3.MD.4 Represent a data set with several categories using a scaled bar graph. Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one and two step “how many more” and “how many less” problems using information presented in scaled bar graphs.

3.MD. 5 Analyze data presented in a scaled bar graph to solve one and two step word problems.

Example: Draw a bar graph in which each square in the bar graph might represent five pets.

4- 3.MD. 6 Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units— whole numbers, halves, or fourths.

~~E-3.MD.C. Geometric measurement: Area~~ Understand concepts of area and relate area to multiplication and to addition.

5- 3.MD.7 Recognize area as an attribute of plane figures and understand concepts of area measurement.

a- A square with side length one unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.

b- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

Measure areas by counting unit squares that cover a shape completely with no gaps or overlaps (square cm, square m, square in, square ft, and nonstandard units).

7- Clarification: A square with side length one unit, called “a unit square” is said to have “one square unit” of area, and can be used to measure area.

8- Relate area to the operations of multiplication and addition.

- a. ~~3.MD.8.7~~ Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b. ~~3.MD.9.8~~ Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c. ~~Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.~~
- Example:** Using the distributive property, the area of a shape that is 6 by 7 can be determined by finding the area of the 6×5 section and the 6×2 section and then adding the two products together.
- d. ~~93.MD.10. Recognize area as additive.~~ Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Example: A pool is comprised of two non-overlapping rectangles in the shape of an "L." The area for a cover of a pool can be found by adding the areas of the two non-overlapping rectangles.

~~3.MD.D. Geometric measurement: Perimeter~~ ~~Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.~~

8. ~~3.MD.11~~ Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry – 3.G

~~3.G.A. Reason with shapes and their attributes.~~

- ~~3.G.1.1. Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Compare and classify shapes by their sides and angles. Recognize rhombi, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. Identify attributes of shapes such as, parallel and perpendicular lines; right, acute, and obtuse angles. Categorize quadrilaterals (rhombi, squares, rectangles, trapezoids) based on their attributes.~~

3.G.2.2—Partition two-dimensional figures into equal ~~areas, and~~ **areas and** express the area of each part as a unit fraction of the whole.

Example: Draw lines to separate a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

FOURTH GRADE

In fourth grade, instruction should focus on the following: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1. Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations—in particular the distributive property—as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
2. Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $\frac{15}{9} = \frac{5}{3}$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.
3. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\circ$) can engage students in the major work of the grade.

Geometric and Spatial Thinking

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

Fourth Grade Overview

Operations and Algebraic Thinking

- ⊞ A. Use the four operations with whole numbers to solve problems.
- ⊞ B. Gain familiarity with factors and multiples.
- ⊞ C. Generate and analyze patterns.

Number and Operations in Base Ten

- ⊞ A. Generalize place value understanding for multi-digit whole numbers, less than or equal to 1,000,000.
- ⊞ B. Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.

Number and Operations – Fractions

- ⊞ A. Extend understanding of fraction equivalence and ordering.
- ⊞ B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- ⊞ C. Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- ⊞ A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- ⊞ B. Represent and interpret data.
- ⊞ C. Geometric measurement: Understand concepts of angle and measure angles.

Geometry

- ⊞ A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Commented [JW7]: Update these to match revisions

Mastery Standards

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For fourth grade this standard is:

- 4.NBT.B.4 Fluently use the standard algorithm for multi-digit whole number addition and subtraction.

Fourth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers. Students might use an equation strategy to solve the word problem. For example, students could solve the problem “Chris bought clothes for school. She bought three shirts for \$12 each and a skirt for \$15. How much money did Chris spend on her new school clothes?” with the equation $3 \times \$12 + \$15 = a$.

MP.2 Reason abstractly and quantitatively.

Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts. Students might use base ~~model~~ten-blocks or drawings to demonstrate 154×6 , as 154 added six times, and develop an understanding of the distributive property. For example: 154×6

$$= (100 + 50 + 4) \times 6$$

$$= (100 \times 6) + (50 \times 6) + (4 \times 6)$$

$$= 600 + 300 + 24 = 924$$

MP.3 Construct viable arguments and critique the reasoning of others.

In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving prompts like “How did you get that?”, “Explain your thinking.”, and “Why is that true?” They not only explain their own thinking, but listen to

others' explanations. Students explain and defend their answers and solution strategies as they answer questions that require an explanation. For example, "Vincent cuts two meters of string into four-centimeter pieces for a craft. How many pieces of string does Vincent have? Explain your reasoning." Students ask appropriate questions, and they decide if explanations make sense. Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations.

MP.4 Model with mathematics.

Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students may use money (i.e., dollars and coins) or base ten blocks to solve the following problem: Elsie buys a drink for \$1.39 and a granola bar for \$0.89. How much change will she receive if she pays with a \$5 bill?

MP.5 Use appropriate tools strategically.

Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They use other measurement tools to understand the relative size of units within a given system and express measurements given in larger units in terms of smaller units.

MP.6 Attend to precision.

As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

MP.7 Look for and make use of structure.

In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as arrays and area models to the multiplication principle of counting. They generate number or shape patterns that follow a given rule using two-column tables.

MP.8 Look for and express regularity in repeated reasoning.

Students in fourth grade should notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.

Operations and Algebraic Thinking – 4.OA

~~E~~ 4.OA.A. Use ~~I~~ the four operations with whole numbers to solve problems.

- 4.OA.1 ~~Interpret~~ Explain a multiplication equation ~~as a comparison~~ as comparing quantities, e.g., $35 = 5 \times 7$, as 35 is 5 times as many as 7. ~~Represent~~ Write equations for verbal multiplicative comparisons ~~as equations~~.
- 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison.

Example: *If the cost of a red hat is three times more than a blue hat that costs \$5, then a red hat costs \$15.*

Clarification: *Students may use drawings and equations with a symbol for the unknown number to represent the problem.*

Distinguish between multiplicative comparison and additive comparison.

- 4.OA.3 Solve multi-step whole-number word problems using the four operations, including problems in which remainders must be interpreted.
- Represent these problems using equations with a letter standing for the unknown quantity.
 - ~~Assess the reasonableness of answers using~~ Use mental computation and estimation strategies, ~~including rounding, to assess the reasonableness of answers.~~

~~A~~ 4.OA.B. Gain familiarity with ~~F~~ factors and multiples.

~~4.OA.14~~ 4.OA.4 Find all factor pairs for a whole number in the range 1–100.

- ~~Recognize that a whole number is a multiple of each of its factors.~~
 - ~~Find multiples of one-digit whole numbers. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.~~
- ~~a.~~ a.
- ~~Determine whether a given whole number in the range 1–100 is prime or composite.~~

~~O~~ 4.OA.C. Generate and analyze ~~P~~ patterns.

4.OA.5 Generate a number or shape pattern that follows a given rule. ~~Identify and explain features of the pattern that were not explicit in the rule itself.~~ Describe other observable patterns that are not part of the given rule.

Example: Given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten – 4.NBT

4.NBT.A. Generalize place value understanding for multi-digit whole numbers, less than or equal up to 1,000,000.

4.NBT.1 Recognize that in a multi-digit whole number, a digit in any place represents ten times as much as it represents in the place to its right.

4.NBT.2 Read and write multi-digit whole numbers using standard form, expanded form, and word form. Compare two multi-digit numbers based on the value meanings of the digits and each place, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Example: The number two hundred seventy-five thousand eight hundred two written in standard form is 275,802, and in expanded form is $200,000 + 70,000 + 5,000 + 800 + 2$ or $(2 \times 100,000) + (7 \times 10,000) + (5 \times 1,000) + (8 \times 100) + (2 \times 1)$.

4.NBT.3 Use place value understanding or visual representation to round multi-digit whole numbers to any place.

4.NBT.B. Use place value understanding and properties of operations for arithmetic to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.

4.NBT.4 Fluently use the standard algorithm for multi-digit whole-number addition and subtraction within 1,000,000.

Example: What is the difference between 634 and 328 using the standard algorithm?

$$\begin{array}{r} 634 \\ - 328 \\ \hline 306 \end{array}$$

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.

a. Use strategies based on place value and the properties of operations.

- b. ~~Model~~ ~~illustrate~~ and explain the calculation by using equations, rectangular arrays, ~~and~~/or area models.

~~6-4.NBT.6~~ Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

- a. Use strategies based on place value, the properties of operations, ~~and~~/or the relationship between multiplication and division.
- b. ~~Model~~ ~~illustrate~~ and explain the calculation by using rectangular arrays, area models, ~~and~~/or equations.

Clarification for 4.NBT.B.5 and 4.NBT.B.6: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.

Number and Operations – Fractions – 4.NF

~~E-4.NF.A. Extend understanding of F~~ fraction equivalence and ordering.

Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions, including fractions greater than 1. ~~Use visual models and reasoning to explain why a fraction $\frac{a}{b}$ is equivalent to another fraction when both the numerator and denominator are multiplied by one expressed as $\frac{n}{n}$; use this principle to recognize and generate equivalent fractions, including fractions greater than 1.~~

4.NF.1 Use visual models and reasoning to explain why a fraction $\frac{a}{b}$ is equivalent to another fraction when both the numerator and denominator are multiplied by one expressed as $\frac{n}{n}$; use this principle to recognize and generate equivalent fractions, including fractions greater than 1.

Example: When a horizontal line is drawn through the center of the model, the number of equal parts doubles and the size of the parts is halved.

~~4.NF.1~~ 4.NF.2 Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$.

- a. Recognize that comparisons are valid only when the two fractions refer to the same whole.
- b. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, by using a visual fraction model ~~and~~ or verbal reasoning.

~~4.NF.B. Build fractions operations from unit fractions by applying and extending previous understandings of operations on whole numbers.~~

~~4.NF.1~~ Define Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.

4.NF.3

~~4.NF.4~~ Understand Addition and subtraction of fractions by as joining and separating parts referring to the same whole.

- ~~b.~~ a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify the conclusions by using a visual fraction model ~~and~~ or verbal reasoning.

Example: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$

- ~~e.~~ b. Add and subtract mixed numbers with like denominators. E.g. by replacing the mixed number with an equivalent fraction, and/or by using properties of operations, and/or the relationship between addition and subtraction.

- c. Solve word problems involving addition and subtraction of fractions, including mixed numbers, with the same denominator. Justify the conclusions using a visual fraction model ~~and~~ or verbal reasoning.

4.NF.5 Identify fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.

~~d.~~

~~4.~~ Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. 4. Identify Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.

Example: Use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times \frac{1}{4}$, recording the conclusion by the equation $\frac{5}{4} = 5 \times \frac{1}{4}$.

~~4.NF.6~~ ~~5. Identify~~ Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.

Example: Use a visual fraction model to express $3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$, recognizing this product as $\frac{6}{5}$. In general, $n \times \frac{a}{b} = \frac{n \times a}{b}$.

~~4.NF.7.6~~ Solve word problems involving multiplication of a fraction by a whole number e.g., by using visual fraction models ~~and~~ or equations to represent the problem.

Example: If each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

~~4.NF.7.6~~ Understand decimal notation for fractions, and comparison of decimal fractions.

~~5.4.NF.8~~ Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.

Clarification: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general, but addition and subtraction with unlike denominators is not a requirement at this grade.

~~6.4.NF.9~~ Use decimal notation to represent fractions with denominators 10 or 100.

Example: rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

~~7.4.NF.10~~ Compare two decimals to hundredths ~~by reasoning about their size~~.

- Recognize that comparisons are valid only when the two decimals refer to the same whole.
- Record the results of the comparisons with the symbols $>$, $=$, and $<$, and justify the conclusions using visual representations ~~and~~ or verbal reasoning.

Clarification: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.

Measurement and Data – 4.MD

~~4.MD.A. Solve Problem solving with involving measurement and conversions of measurements from a larger unit to a smaller unit.~~

~~1.4.MD.1~~ ~~Name~~ Know relative sizes of measurement units within any one system of units.

- a. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
- b. Record measurement equivalents in a two-column table.

Example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

~~2.~~ Use the four operations to solve word problems involving whole-number measurements within a single system of measurement.

~~4.MD.2 a.~~ Include problems involving simple fractions or decimals.

~~a.~~ ~~b.~~ Include problems that require expressing measurements given in a larger unit in terms of a smaller unit.

~~b.~~ ~~c.~~ Represent measurement quantities using diagrams such as a number line diagrams that feature a measurement scale.

Clarification: Measurement may include, but is not limited to, length, area, liquid volume, capacity, and mass, weight, and money.

~~3.4.MD.3~~ Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.

Example: Find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Clarification: Students should express their answers in linear (perimeter) and square (area) units. Students are not expected to use the 1 cm^2 notation.

~~4.MD.B. Represent and interpret Data Science.~~

~~4.MD.4~~ 4. Make a line plot (dot plot) to show a set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots).

Example: From a line plot (dot plot), find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Commented [SJM8]: 4th grade students do not multiply or divide with decimals.

Commented [SJM9R8]: 4th Grade students do not divide fractions.

~~4.MD.6~~ Geometric measurement: ~~Understand~~ ~~C~~ concepts of angles and ~~measure~~ ~~angles~~ ~~angle measurement~~.

~~4.MD.5~~ Identify angles as geometric shapes that are formed wherever two rays share a common endpoint.

~~4.MD.6~~ Define a degree as $\frac{1}{360}$ of a circle. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

~~4.MD.7~~ Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

~~a. Use an equation with a symbol for the unknown angle measure.~~

~~b. Compose and decompose angles to show that the measure of a whole angle is equal to the sum of the measures of its non-overlapping parts.~~

~~5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.~~

~~a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.~~

~~Example: An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle” and can be used to measure angles.~~

~~b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.~~

~~4.MD.1 Define a degree as $\frac{1}{360}$ of a circle. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.~~

~~7. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.~~

~~a. Use an equation with a symbol for the unknown angle measure.~~

~~b. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Compose and decompose angles to show that the measure of a whole angle is equal to the sum of the measures of its non-overlapping parts.~~

Geometry – 4.G

~~4.G.A. Draw and identify~~ ~~L~~ lines and angles, and ~~classification of~~ ~~y~~ shapes, ~~by properties of~~ ~~their lines and angles~~.

~~4.G.1~~ Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

~~4.G.1~~

~~4.G.2~~ Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. ~~Recognize right triangles as a category, and identify right triangles.~~ Categorize triangles as right triangles or triangles without a right angle.

~~4.G.2~~

~~3.~~ ~~Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.~~ Identify line-symmetric figures and draw lines of symmetry.

4.G.3 Fifth Grade

In fifth grade, instruction should focus on the following: (1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place-value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole-number and decimal operations; (3) developing understanding of measurement systems and determining volumes to solve problems; and (4) solving problems using the coordinate plane.

1. Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: This is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)
2. Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit multiplication and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of ten is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.
3. Students convert among different-sized measurement units within a given measurement system, allowing for efficient and accurate problem-solving with multi-step real-world problems as they progress in their understanding of scientific concepts and calculations. Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find

volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

4. Students learn to interpret the components of a rectangular coordinate system as lines and understand the precision of location that these lines require. Students learn to apply their knowledge of number and length to the order and distance relationships of a coordinate grid and to coordinate this across two dimensions. Students solve mathematical and real-world problems using coordinates.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\circ$) can engage students in the major work of the grade.

Geometric and Spatial Thinking

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

Fifth Grade Overview

Operations and Algebraic Thinking

- ⊖-A. Write and interpret numerical expressions.
- ⊖-B. Analyze patterns and relationships.

Number and Operations in Base Ten

- ⊖-A. Understand the place value system.
- ⊖-B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations – Fractions

- ⊖-A. Use equivalent fractions as a strategy to add and subtract fractions.
- ⊖-B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- ⊖-A. Convert like measurement units within a given measurement system.
- ⊖-B. Represent and interpret data.
- ⊖-C. Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- ⊖-A. Graph points on the coordinate plane to solve real-world and mathematical problems.
- ⊖-B. Classify two-dimensional figures into categories based on their properties.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Commented [JW10]: Update these to match

Mastery Standards

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For fifth grade this standard is:

- 5.NBT.B.5 Demonstrate fluency for multiplication of multi-digit whole numbers using the standard algorithm. Include two digit $\times$ four digit numbers and three digit $\times$ three digit numbers.

Fifth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. For example, Sonia had $2\frac{1}{3}$ candy bars. She promised her brother that she would give him $\frac{1}{2}$ of a candy bar. How much will she have left after she gives her brother the amount she promised? They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”.

MP.2 Reason abstractly and quantitatively.

Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts. For example, students use abstract and quantitative thinking to recognize that $0.5 \times (300 \div 15)$ is $\frac{1}{2}$ of $(300 \div 15)$ without calculating the quotient.

MP.3 Construct viable arguments and critique the reasoning of others.

In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking. Students use various strategies to solve problems and they defend and justify their work with others. For example, two afterschool clubs are having pizza parties. The teacher will order 3 pizzas for every 5 students in the math club, and 5 pizzas for every 8 students in the student council. If a student is in both groups, decide which party they should attend. How

much pizza will each student get at each party? If a student wants to have the most pizza, which party should they attend?

MP.4 Model with mathematics.

Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

MP.5 Use appropriate tools strategically.

Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real-world data.

MP.6 Attend to precision.

Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism, they record their answers in cubic units.

MP.7 Look for and make use of structure.

In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply, and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

MP.8 Look for and express regularity in repeated reasoning.

Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

Operations and Algebraic Thinking – 5.OA

5.OA.A. Write and interpret numerical expressions.

5.OA.1 Use parentheses, brackets, or braces to write numerical expressions and evaluate expressions with these symbols.

5.OA.1

Example: $4 + (3 \times 2)$ in word form is four and five tenths plus the quantity 3 times 2.

5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Example: Express the calculation “Add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $12 \times (7 + 9)$ is twelve times as large as $7 + 9$, without having to calculate the indicated sum or product.

5.OA.B. Analyze patterns and relationships.

5.OA.3 Generate two numerical patterns using two given rules.

- Identify apparent relationships between corresponding terms.
- Form ordered pairs consisting of corresponding terms from the two patterns.
- Graph the ordered pairs on a coordinate plane.

Example: Given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences. Observe that the terms in one sequence are twice the corresponding terms in the other sequence and explain why this is so.

Number and Operations in Base Ten – 5.NBT

5.NBT.A. Understand the place value system.

5.NBT.1 Explain that in a multi-digit number, including decimals, a digit in any place represents ten times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

Example: In the number 55.55, each digit is 5, but the value of the digits is different because of the placement. The five in the ones place is ten times the value of the five in the tenths place. The five in the tenths place is $\frac{1}{10}$ the value of the five in the ones place.

5.NBT.6 Explain patterns in the number of zeros of the product when multiplying a number by powers of ten, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of ten. Use whole number exponents to

Commented [SJM11]: Bracket and braces are not necessary for introduction of groupings. Order of operations include exponents which are not included in fifth grade standards. Limited to whole numbers based on introduction to decimal operations in fifth grade and division of fractions.

denote powers of ten. Use whole number exponents to denote powers of 10 and explain the patterns in placement of digits that occur when multiplying and dividing whole numbers and decimals by powers of 10.

Example: 10^2 , which is $10 \times 10 = 100$, and 10^3 , which is $10 \times 10 \times 10 = 1,000$

5.NBT.2 Use whole number exponents to denote powers of 10 and explain the patterns in placement of digits that occur when multiplying and dividing whole numbers and decimals by powers of 10

Example: 10^2 , which is $10 \times 10 = 100$, and 10^3 , which is $10 \times 10 \times 10 = 1,000$

5.NBT.7 **5.NBT.3** Read, write, and compare decimals to thousandths.

- Read and write decimals to thousandths using standard form, expanded form, and word ~~from~~form.

Example: $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1,000}$

- Compare two decimals to thousandths based on meanings of the digits in each place, and record the results of the comparisons using $>$, $=$, and $<$.

5.NBT.8 **5.NBT.4** Use place value understanding to round decimals to any place including tenths and hundredths. ~~decimals to any place.~~

5.NBT.8 **Perform Operations with multi-digit whole numbers and with decimals to hundredths.**

5.NBT.9 **5.NBT.5** Demonstrate fluency for multiplication of multi-digit whole numbers using the standard algorithm. Up to ~~Include~~ two-digit $\times$ four-digit numbers and three-digit $\times$ three-digit numbers.

$$\begin{array}{r} 3^{10}4 \\ \times 23 \\ \hline 912 \\ +6080 \\ \hline 6992 \end{array}$$

Example: What is the product of 304 and 23 using the standard algorithm?

Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.

6 **5.NBT.5** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

- Use strategies based on place value, the properties of operations, ~~and~~ or the relationship between multiplication and division.

- b. ~~Model~~ ~~illustrate~~ and explain the calculation by using equations, rectangular arrays, ~~and~~/or area models.

~~7-5.NBT.6~~ Add, subtract, multiply, and divide decimals to hundredths.

- a. Use concrete models or drawings and strategies based on place value, properties of operations, ~~and~~/or the relationship between addition and subtraction and between multiplication and division.
- b. Relate the strategy to a written method and explain the reasoning used.

Clarification for 5.NBT.B.6 and 5.NBT.B.7: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.

Number and Operations – Fractions – 5.NF

~~5.NF.A. Use~~ ~~Equivalent~~ fractions as a strategy to add and subtract fractions.

- 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions to produce an equivalent equation to calculate the sum or difference of fractions with like denominators.

Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.

~~Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators by using visual fraction models or equations.~~

~~5.NF.25.NF.1 Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators by using visual fraction models or equations.~~

5.NF.2

5.NF.3 Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers.

- a. ~~Justify the conclusions by using visual fraction models and/or equations to represent the problem.~~

3-

- b. ~~Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers.~~

Example: Recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ by observing that $\frac{3}{7} < \frac{1}{2}$.

~~5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.~~

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Multiplication and Division of Fractions

~~3-5.NF.4~~ Explain ~~Interpret~~ a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models ~~and/or~~ equations to represent the problem.

Example: Interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. If nine people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

~~5.NF.5~~ Apply and extend previous understandings of multiplication to ~~M~~ multiply a fraction or whole number by a fraction.

~~Extend previous understandings of multiplying by whole numbers to multiplying by fractions.~~

4. —

- a. ~~Interpret~~ Represent the product $\left(\frac{a}{b}\right) \times q$ as a parts of a partitions of q into b equal parts, and equivalently, as the result of the sequence of operations $a \times q \div b$.

Example: Use a visual model and/or area model to show $\left(\frac{2}{3}\right) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $\left(\frac{2}{3}\right) \times \left(\frac{4}{5}\right) = \frac{8}{15}$. In general, $\left(\frac{a}{b}\right) \times \left(\frac{c}{d}\right) = \frac{ac}{bd}$.

- b. Find the area of a rectangle with fractional side lengths.
 - i. Tile it with unit squares of the appropriate unit fraction side lengths.
 - ii. Show that the area is the same by tiling as would be found by multiplying the side lengths.
 - iii. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.6 Show multiplication as scaling (resizing), by comparing the size of a fractional product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

iii.

5.NF.1 Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a fractional product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

Example: Without multiplying, tell which number is greater: 225 or $\frac{3}{4} \times 225$; $\frac{11}{50}$ or $\frac{3}{2} \times \frac{11}{50}$?

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.

5.NF.25.NF.7 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models and/or equations to represent the problem.

Example: Evan bought six roses for his mother, $\frac{2}{3}$ of them were red. How many red roses were there?

5.NF.8 Apply and extend previous understandings of division to Divide unit fractions by whole numbers and whole numbers by unit fractions.

Extend previous understandings of division by whole numbers to division with fractions.

5.NF.3

a. Represent division of a unit fraction by a nonzero whole number and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $\frac{1}{b} \div c = \frac{1}{bc}$ because $\frac{1}{bc} \times c = \frac{1}{b}$.

Example: Create a story context to Explain $\frac{1}{3} \div 4$, and use a visual fraction model to show the quotient.

b. Represent division of a whole number by a unit fraction, and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $a \div \frac{1}{b} = ab$ because $ab \times \frac{1}{b} = a$.

Example: Create a story context to Explain $4 \div \frac{1}{5}$, and use a visual fraction model to show the quotient.

- c. Solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions by using visual fraction models and/or equations to represent the problem.

Example: How much chocolate will each person get if three people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ cup servings are in two cups of raisins?

Measurement and Data – 5.MD

~~5.MD.A~~ **Conversion of like measurement units within a given measurement system.**

5.MD.1 Convert among different-sized standard measurement units within a given measurement system. Use conversions in solving multi-step, real-world problems.

~~5.MD.1~~ **Limited to length, mass, and time.**

Example: Convert 5 cm to 0.05 m.

~~5.MD.B~~ **Represent and interpret data science.**

5.MD.2 Collect, represent, and interpret numerical data, including whole numbers, and fractional and decimal values.

- Interpret numerical data, with whole-number values, represented with tables or line plots.
- Use graphic displays of data (line plots (dot plots), bar graphs and tables, etc.) to solve real-world problems using fractional data.

Example: Given different measurements of liquid in identical beakers on a bar graph, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

~~5.MD.C~~ **Geometric measurement: Understand concepts of volume and the relationship volume to multiplication and to addition.**

5.MD.3 ~~3.~~ Measure volume of rectangular rectangular prisms by counting cubic units that have no gaps or overlaps. (cubic cm, cubic in, cubic ft, and non-standard units)

a cube with a side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

~~5.MD.3~~ Recognize volume as an attribute of solid figures and understand volume measurement in terms of cubic units.

- A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

~~b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.~~

~~5.MD.4 Use concrete and/or visual models to measure the volume of rectangular prisms in cubic units by counting cubic cm, cubic in, cubic ft, and nonstandard units.~~

~~5.MD.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.~~

~~a.5.MD.4~~ 4. Find the volume of a right rectangular prism with whole-number edge lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.

Example: To represent the associative property of multiplication, $(l \times w) \times h = l \times (w \times h)$.

~~b.5.MD.5~~ 5. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B stands for the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths, and in the context of solving real-world and mathematical problems.

~~c. Recognize volume as additive.~~

~~i.5.MD.6~~ 6 Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts in real-world and mathematical problems.

~~ii. Apply this technique to solve real-world problems.~~

Geometry – 5.G

The coordinate plane

5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines at the origin arranged to coincide with the 0 on each line and given a point in the plane located by using an ordered pair of numbers, called its coordinates.

5.G.2 Use the first number, the x-coordinate, in an ordered pair to determine how far to travel from the origin along the x-axis and the second number, the y-coordinate, to determine how far to travel from the origin parallel to the y-axis.

5.G.3 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane (x and y both have positive values), and interpret coordinate values of points in the context of the situation.

Two-dimensional figures and their properties.

5.G.4 Explain that attributes belonging to a category of two-dimensional figures also belong to all of the subcategories of that category.

Example: All rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5.G.5 Classify two-dimensional figures in a hierarchy based on properties.

Example: All rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.

5.G.A. Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.1—Describe and understand the key attributes of the coordinate plane.

a. —Use a pair of perpendicular number lines (axes) with the intersection of the lines (the origin $(0,0)$) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines at the origin arranged to coincide with the 0 on each line and given point in the plane located by using an ordered pair of numbers, called its coordinates.

2. Use the first number, the x coordinate, in an ordered pair to determine how far to travel from the origin along the x axis and the second number, the y coordinate, to determine how far to travel from the origin parallel to the y axis. Understand that the x coordinate, the first number in an ordered pair, indicates movement parallel to the x axis starting at the origin; and the y coordinate, the second number, indicates movement parallel to the y axis starting at the origin.

5.G.2—3. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane (x and y both have positive values), and interpret coordinate values of points in the context of the situation.

5.G.B. Classify Two-dimensional figures and into categories based on their properties.

~~5.G.3—Understand that attributes belonging to a category of two-dimensional figures also belong to all of the subcategories of that category.~~

~~**Example:** All rectangles have four right angles and squares are rectangles, so all squares have four right angles.~~

~~5.G.4—Classify two-dimensional figures in a hierarchy based on properties.~~

~~**Example:** All rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.~~

6-8 Idaho Content Standards

Mathematics

~~January 3, 2022~~ June 2026



IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | MATHEMATICS

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SIXTH GRADE

In sixth grade, instruction is focused on the following areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; and (5) reasoning about geometric shapes and their measurements.

1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from and extending pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication, division, and fractions from previous grades with ratios, rates, and percents. As students solve a wide variety of problems involving ratios and rates, they create a foundation for proportional reasoning and future work in algebra and geometry.
2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems, as well as demonstrate fluency in operations with whole numbers and decimals. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular, negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.
3. Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students build on their understanding of an unknown quantity from previous grades to know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $y = 3x$) to describe relationships between quantities.

4.—Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

5.—Students in grade six also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose areas they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\circ$) can engage students in the major work of the grade.

Sixth Grade Overview

Ratios and Proportional Relationships

- ⊞ A. Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.

The Number System

- ⊞ A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- ⊞ B. Compute fluently with multi-digit numbers and find common factors and multiples.
- ⊞ C. Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- ⊞ A. Apply and extend previous understandings of arithmetic to algebraic expressions.
- ⊞ B. Reason about and solve one-variable equations and inequalities.
- ⊞ C. Represent and analyze quantitative relationships between two variables.

Geometry

- ⊞ A. Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability Data Science

- ⊞ A. Develop understanding of statistical variability.
- ⊞ B. Summarize and describe distributions.

Mastery Standards

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For sixth grade these standards are:

- ◆ ~~6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.~~
- ◆ ~~6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.~~

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Sixth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In grade six, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”. Students can explain the relationships between equations, verbal descriptions, and tables and graphs. Mathematically proficient students check their answers to problems using a different method.

MP.2 Reason abstractly and quantitatively.

In grade six, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations or other meaningful moves. To reinforce students’ reasoning and understanding, teachers might ask, “How do you know?” or “What is the relationship of the quantities?”.

MP.3 Construct viable arguments and critique the reasoning of others.

In grade six, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (e.g., box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like “How did you get that?”, “Why is that true?”, and “Does that always work?”. They explain their thinking to others and respond to others’ thinking.

MP.4 Model with mathematics.

In grade six, students model problem situations symbolically, graphically, in tables, contextually, and visually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students begin to represent two quantities simultaneously. Students use number lines to compare numbers and represent inequalities.

They use measures of center and variability and data displays (e.g. box plots and histograms) to draw inferences about and make comparisons between data sets. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate and apply them to a problem context. Students should be encouraged to answer questions such as “What are some ways to represent the quantities?” or “What formula might apply in this situation?”

MP.5 Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade six may decide to represent figures on the coordinate plane to calculate area. Number lines are used to create dot plots, histograms, and box plots to visually compare the center and variability of the data. Visual fraction models can be used to represent situations involving division of fractions. Additionally, students might use physical objects or applets to construct nets and calculate the surface area of three-dimensional figures. Students should be encouraged to answer questions such as “What approach did you try first?” or “Why was it helpful to use?”

MP.6 Attend to precision.

In grade six, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to rates, ratios, geometric figures, data displays, and components of expressions, equations, or inequalities. When using ratio reasoning in solving problems, students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. Students also learn to express numerical answers with an appropriate degree of precision when working with rational numbers in a situational problem. Teachers might ask, “What mathematical language, definitions, or properties can you use to explain ____?”

MP.7 Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, recognizing both the additive and multiplicative properties. Students apply properties to generate equivalent expressions (e.g. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving area and volume. Teachers might ask, “What do you notice when ____?” or “What parts of the problem might you eliminate, simplify, or ____?”

MP.8 Look for and express regularity in repeated reasoning.

In grade six, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$ and construct other examples and models that confirm their generalization. Students connect place value and their prior work with operations to understand algorithms to fluently divide multi-digit numbers and perform all operations with multi-digit decimals. Students informally begin to make connections between rates and representations showing the relationships between quantities. Students should be encouraged to answer questions such as “How would we prove that ____?” or “How is this situation like and different from other situations?”

Ratios and Proportional Relationships – 6.RP

~~6.RP.A. Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.~~ **Ratio and Rate Concepts**

1. ~~Understand the concept of a ratio and use ratio language to describe the relationship between two quantities, and represent the ratio using words, symbols, and fractions.~~ Use ratio language to describe the relationship between two quantities, and represent the ratio using words, symbols, and fractions.

Examples:

~~1) The ratio of wings to beaks in the bird house at the zoo was 8:2: 4:1, 8/4, 8 to 4, because for every eight wings there were four beaks.~~

~~2) For every vote candidate A received, candidate C received nearly three votes, meaning that candidate C received approximately three times the number of votes as candidate A, or candidate A received approximately $\frac{1}{3}$ of the number of votes that candidate C received.~~

2. ~~Calculate and describe.~~ Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

Examples:

~~1) This recipe has a ratio of three cups of flour to four cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.~~

~~2) We paid \$75 for 15 hamburgers, which is a rate of five dollars per hamburger.~~

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - b. Solve unit-rate problems, including those involving unit pricing and constant speed.

Example: If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

- c. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.

Example: 30% of a quantity means $\frac{30}{100}$ times the quantity.

d. — Use ratio reasoning to convert measurement units within and between measurement systems; manipulate and transform units appropriately when multiplying or dividing quantities.

Examples:

1) Malik is making a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. His cookbook says that 1 cup = 16 tablespoons. Explain how he could use the tablespoon to measure out the following ingredients: two cups of flour, $\frac{1}{2}$ cup sunflower seeds, and $1\frac{1}{4}$ cup of oatmeal.

2) Jessica is building a doghouse out of wooden planks. If the instructions say the house is 30 inches long, how long would the doghouse be using metric measurements (1 in = 2.54 cm)?

Clarification: Students will not be required to use complex fractions

Commented [SB1]: This standard is covered in 5th grade

The Number System – 6.NS

~~6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.~~ **Multiplication and Division of Fractions by Fractions**

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

Examples:

1) Create a story context for $\frac{2}{3} \div \frac{3}{4}$ and use a visual fraction model to show the quotient.

2) Use the relationship between multiplication and division to explain that $\frac{2}{3} \div \frac{3}{4} = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. In general, $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$.

3) After hiking $6\frac{1}{2}$ miles along the Salmon River, Fred realized he had traveled $\frac{3}{4}$ of the way to his campsite. What is the total distance Fred will end up traveling during his hike?

4) How many $\frac{3}{4}$ cup servings are in $\frac{2}{3}$ of a cup of yogurt?

5) How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?

~~6.NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.~~ **Mathematical Fluency**

2. — 2. Fluently divide multi-digit numbers using various strategies, including but not limited

to the standard algorithm. ~~Example: What is the quotient of 657 and 3 using the standard algorithm?~~

$$\begin{array}{r} 219 \\ 3 \overline{)657} \\ \underline{-6} \\ 05 \\ \underline{-3} \\ 27 \\ \underline{-27} \\ 0 \end{array}$$

Clarification: Practice with problems whose solutions do not exceed four decimal places.

~~3.2.~~ Fluently add, subtract, multiply, and divide multi-digit decimals using various strategies, including but not limited to the standard algorithm for each operation.

~~Example: What is the difference of 1.82 and 0.06 using the standard algorithm?~~

$$\begin{array}{r} 1.82 \\ -0.06 \\ \hline 1.76 \end{array}$$

Clarification: Do not exceed four decimal places.

Common Factors and Multiples

3. Use common factors and multiples to generate equivalent expressions.

- a. Find the greatest common factor of two whole numbers less than or equal to 100. ~~and~~
- b. Find the least common multiple of two whole numbers less than or equal to 12.
- 4.c. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

~~Example: Express $36 + 8$ as $4(9 + 2)$.~~

~~6.NS.C. Apply and extend previous understandings of numbers to the system of rational numbers.~~ Rational Numbers

~~5.4.~~ Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers (including fractions and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation.

Examples: Temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge

6.5. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, ~~they are not located in the same quadrant.~~ ~~the locations of the points are related by reflections across one or both axes.~~
- Find and ~~position~~ plot positive and negative integers and other rational numbers on a horizontal or vertical number line diagram;

Clarification: Rational numbers should be limited to halves, thirds, and quarters

- ~~Find and graph position-ordered~~ pairs ~~of~~ consisting of positive and negative integers and other rational numbers on a coordinate plane.
-

Clarification: Rational numbers should be limited to halves.

7.6. Understand ordering and absolute value of rational numbers.

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

Examples: Interpret $-3.7 > -7\frac{1}{2}$ as a statement that -3.7 is located to the right of $-7\frac{1}{2}$ on a number line oriented from left to right.

- Write, interpret, and explain statements of order for rational numbers in real-world contexts.

Example: Write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .

- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

Example: For an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.

- d. Distinguish comparisons of absolute value from statements about order.

Example: Recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

Coordinate Plane

8. Use coordinates in all four quadrants to calculate vertical and horizontal distances between points with the same x-coordinate or the same y-coordinate to solve real-world and mathematical problems. ~~Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.~~

Example: Samuel draws a coordinate plane on a map of his neighborhood. He found that the distance between two consecutive whole-number points is one block. His house is located at $(-4, 6)$, and his school is located at $(-4, -3)$. How many blocks are between Samuel's house and school?

Expressions and Equations – 6.EE

~~6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.~~ Expressions, Equations, and Inequalities

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers.

Example: Express the calculation "Subtract y from 5" as $5 - y$.

- b. Identify parts of an expression using mathematical terms (e.g. sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

Example: Describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.

- c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents following order of

~~operations, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).~~

Examples:

1) ~~Use the formulas $V = s^3$ and $A = 6s^2$ to find the volume (V) and surface area (A) of a cube with sides of length $s = \frac{1}{2}$. Evaluate the expression $4x^3 + y$ when $x=2$ and $y=3$.~~

2) The formula for finding the perimeter of a rectangle is $P = 2l + 2w$. Find the perimeter of a rug that measures 7.5 ft by 9.5 ft.

3. Apply the properties of operations to generate equivalent expressions.

Examples:

1) Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$.

2) Apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$.

3) Apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

Example: The expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of the numeric value of y .

6.EE.B. Reason about and solve one-variable equations and inequalities.

5. Understand ~~solving a solution of~~ an equation or inequality as a value that makes the equation or inequality true. ~~process of answering a question: Which values from a specified set, if any, make the equation or inequality true?~~ Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.
- a. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.

- b. Represent solutions of such inequalities on number line diagrams.

~~6.EE.C. Represent and analyze quantitative relationships between two variables.~~

~~9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write equations to represent the relationship between the two quantities. Analyze the relationship using graphs and tables and relate these to the equations. Include an understanding of independent and dependent variables.~~

Examples:

~~1) In a problem involving mixing water (W) and orange concentrate (C) to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., $C = \frac{1}{2}W$ or $W = 2C$) to represent the relationship between water (W) and orange concentrate (C).~~

~~2) When examining the relationship between time and the growth of a plant, time tends to be thought of as the independent variable and the height of the plant tends to be thought of as the dependent variable.~~

Commented [SB2]: Moved for age-appropriateness

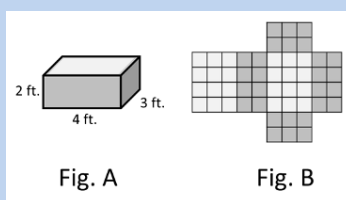
Geometry – 6.G

~~6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.~~ **Area, Surface Area, and Volume**

- ~~1. Given formulas for parallelograms and triangles, Find find~~ the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism. ~~Given Apply~~ the formulas $V = lwh$ and $V = Bh$, apply them to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side and area by joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- ~~Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures.~~ Create nets of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid; use the nets and given

formulas to find the surface area. Apply these techniques in the context of solving real-world and mathematical problems.

Example: Explain how you could find the surface area of a rectangular prism given a three-dimensional representation (Fig. A) or a net (Fig. B).



Statistics and Probability – 6.SP

6.SP.A. Develop understanding of Statistical Variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

Example: “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median and/or mean), spread (range, interquartile range, and/or mean absolute deviation), and overall shape. The focus of mean absolute deviation (MAD) is visualizing deviations from the mean as a measure of variability as opposed to a focus on calculating MAD.

Clarification: Students are not calculating Mean Absolute Deviation, but understand it is a measure of variability

3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.B. Summarize and describe distributions. Data Distributions

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.

- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

- c. Giving quantitative measures of center (median, and/or mean) and variability (range, and/or interquartile range, and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations outliers from the overall pattern with reference to the context in which the data were gathered.

€ Clarification: Four function calculators will be allowed

- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Examples: *Bobbie is a sixth grader who competes in the 100 meter hurdles. In eight track meets during the season, she recorded the following times (to the nearest one hundredth of a second).*

18.11, 31.23, 17.99, 18.25, 17.50, 35.55, 17.44, 17.85

Is the mean or the median a better representation of Bobbie's hurdle time? Justify your answer. (From Illustrative Mathematics.)

SEVENTH GRADE

In seventh grade, instruction is focused on the following areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

1. Students extend their understanding of ratios and rates and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios, rates, and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line (constant of proportionality). They distinguish proportional relationships from other relationships.
2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions, equations, and inequalities in one variable. Students also solve real-world and multi-step equations and inequalities.
3. Students continue their work with area from grade six, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in grade eight, they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-

dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

4. Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences. In grade seven the concept of probability is introduced, and it is explored in later grades.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\ominus$) can engage students in the major work of the grade.

Seventh Grade Overview

Ratios and Proportional Relationships

- ▢ A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- ▢ A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- ▢ A. Use properties of operations to generate equivalent expressions.
- ▢ B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- ⊖ A. Draw, construct, and describe geometrical figures and describe the relationships between them.
- ⊖ B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

~~Statistics and~~ Data Science and Probability

- △ A. Use random sampling to draw inferences about a population.
- ⊖ B. Draw informal comparative inferences about two populations.
- △ C. Investigate chance processes and develop, use, and evaluate probability models.

Mastery Standards

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For seventh grade this standard is:

- ~~7.NS.A.3 Solve real-world and mathematical problems involving the four operations with integers and other rational numbers.~~

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Seventh Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In seventh grade, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”. When students compare arithmetic and algebraic solutions to the same problem, they identify correspondences between different approaches.

MP.2 Reason abstractly and quantitatively.

In seventh grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3 Construct viable arguments and critique the reasoning of others.

In seventh grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. For example, as students notice when geometric conditions determine a unique triangle, more than one triangle, or no triangle, they have an opportunity to construct viable arguments and critique the reasoning of others. Students should be encouraged to answer questions such as these: “How did you get that?”, “Why is that true?”, and “Does that always work?”. They explain their thinking to others and respond to others’ thinking.

MP.4 Model with mathematics.

In seventh grade, students model problem situations visually, symbolically, graphically, in tables, and contextually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use experiments or simulations to generate data sets and create probability models. Proportional relationships

present opportunities for modeling. For example, for modeling purposes, the number of people who live in an apartment building might be taken as proportional to the number of stories in the building. Students should be encouraged to answer questions such as “What are some ways to represent the quantities?” or “How might it help to create a table, chart, or graph?”

MP.5 Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in seventh grade may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different forms. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ____?”

MP.6 Attend to precision.

In seventh grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students define variables, specify units of measure, and label axes accurately. Students use appropriate terminology when referring to rates; ratios; probability models; geometric figures; data displays; and components of expressions, equations, or inequalities. Teachers might ask, “What mathematical language, definitions, or properties can you use to explain ____?”

MP.7 Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, making connections between the constant of proportionality in a table with the slope of a graph. Students apply properties to generate equivalent expressions (i.e. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving scale drawings, surface area, and volume. Students examine tree diagrams or systematic lists to determine the sample space for compound events and verify that they have listed all possibilities. Solving an equation such as $8 = 4\left(n - \frac{1}{2}\right)$ is easier if students can see and make use of structure, temporarily viewing $\left(n - \frac{1}{2}\right)$ as a single entity.

MP.8 Look for and express regularity in repeated reasoning.

In seventh grade, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model

problems, they may notice that $\frac{a}{b} = \frac{c}{d}$ if and only if $ad = bc$ and construct other examples and models that confirm their generalization. Students should be encouraged to answer questions such as “How would we prove that ___?” or “How is this situation both similar to and different from other situations using these operations?”

Ratios and Proportional Relationships – 7.RP

~~7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems.~~ **Proportional Relationships**

1. ~~Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.~~ **Calculate unit rates in real-world contexts that include complex fractions.**

Example: If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{\frac{1}{2}}{\frac{1}{4}}$ miles per hour, equivalently 2 miles per hour.

2. Recognize and represent proportional relationships between quantities.
 - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - b. Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Recognize the constant of proportionality as both the unit rate and as the multiplicative comparison between two quantities.
 - c. Represent proportional relationships by equations.

Example: If total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

- d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. Use proportional relationships to solve multi-step ratio, rate, and percent problems.

Examples: ~~A shirt is on sale for 30% off. If the original price is \$14.75, what is the new sale price? What is the total price including the 6% sales tax in Idaho?~~ **Simple interest, tax, price increases and discounts, gratuities and commissions, fees, percent increase and decrease, percent error**

The Number System – 7.NS

~~7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.~~ **Rational Number Operations**

1- ~~Apply and extend previous understandings of addition and subtraction to~~ Add and subtract integers and other rational numbers ~~and~~; represent addition and subtraction on a horizontal or vertical number line diagram.

- a. ~~Model and describe additive inverse in mathematical strategies, to include horizontal and vertical number lines, and real-world situations to show~~ Describe situations in which opposite quantities combine to make zero.

Example: If you open a new bank account with a deposit of \$30.52 and then withdraw \$30.52, you are left with a \$0 balance.

- b. ~~Demonstrate the distance between two rational numbers on the number line as the absolute value of their difference, and apply this concept to real-world contexts. Rewrite subtraction as adding the additive inverse, $p - q = p + (-q)$.~~

- c. ~~Apply properties of operations as strategies to add and subtract rational numbers in mathematical and real-world contexts.~~

Example: $\frac{1}{4} - 5 + \frac{3}{4} + 7 = (\frac{1}{4} + \frac{3}{4}) + ((-5) + 5) + 2$

- b. ~~Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite are additive inverses because they have a sum of 0 (e.g., $12.5 + (-12.5) = 0$). Interpret sums of rational numbers by describing real-world contexts.~~

- c. ~~Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.~~

- d. ~~Apply properties of operations as strategies to add and subtract rational numbers.~~

Example: $\frac{1}{4} - 5 + \frac{3}{4} + 7 = (\frac{1}{4} + \frac{3}{4}) + ((-5) + 5) + 2$

2. ~~Apply and extend previous understandings of multiplication and division and of fractions to~~ Multiply and divide integers and other rational numbers.

- a. ~~Multiply and divide rational numbers (whole numbers, fractions and decimals) in real-world and mathematical problems. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive~~

Commented [SB3]: Clarified and simplified wording

property, leading to products such as $(-\frac{1}{2})(-1) = \frac{1}{2}$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

- b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If p and q are integers, then $-(\frac{p}{q}) = \frac{-(p)}{q} = \frac{p}{-(q)}$. Interpret quotients of rational numbers by describing real-world contexts. Interpret quotients of rational numbers by describing real-world contexts.
- c. Apply properties of operations as strategies to multiply and divide rational numbers.

Example: $-4(0.25 - 1) = ((-4) \times 0.25) + ((-4) \times (-1)) = -1 + 4 = 3$

- d. Convert a rational number to a decimal using long division an appropriate strategy such as long division and scientific calculators; know that the decimal form of a rational number terminates or eventually repeats.

Clarification: Long division problems limited to seven decimal places

3. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers using scientific calculators.

Example: *The student council is selling cookie dough for a fundraiser. They started the day with 12.5 tubs of cookie dough. In the morning they sold $\frac{2}{5}$ of the tubs they had. In the afternoon, they sold 3.75 more tubs. How many tubs of cookie dough do they have left at the end of the day?* *A water well drilling rig has dug to a depth of 60 feet after one full day of continuous use. If the rig has been running constantly and is currently at a depth of 143.6 feet, for how long has the rig been running? (Modified from Illustrative Mathematics.)*

Expressions and Equations – 7.EE

7.EE.A. Use properties of operations to generate equivalent expressions. Expressions

1. Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.

Examples:

1) $-4x + 2 = 2(2x + 1)$ and

2) $-3(x - \frac{5}{3}) = -3x + 5$

Commented [SB4]: Repeat sentence

$$3) 4x + 3x + 2 = 7x + 2$$

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

Examples:

- 1) $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
- 2) A shirt at a clothing store is on sale for 20% off the regular price, p . The discount can be expressed as $0.2p$. The new price for the shirt can be expressed as $p - 0.2p$ or $0.8p$.

7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. One Variable Equations and Inequalities

3. Apply properties of operations to solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (integers, fractions, and decimals) using scientific calculators. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

Examples:

- 1) If a woman making \$25 per hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50.
- 2) If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about nine inches from each edge; this estimate can be used as a check on the exact computation.

4. Use variables to represent quantities in a real-world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- a. Write and solve equations in real-world and mathematical problems that lead to solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

Example: The perimeter of a rectangle is 54 cm. Its width is 6 cm. What is its length?

- b. Write, solve, and graph inequalities in real-world and mathematical problems that lead to solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$, or $px + q \leq r$ where p , q , and r are specific

rational numbers, and $p > 0$. Graph the solution set of the inequality and interpret it in the context of the problem.

Example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

Two Variable Equations

4. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write one-step equations to represent the relationship between the two quantities. Analyze the relationship using graphs and tables and relate these to the equations.

Example: In a problem involving mixing water (W) and orange concentrate (C) to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., $C = \frac{1}{2} \cdot W$ or $W = 2 \cdot C$) to represent the relationship between water (W) and orange concentrate (C).

Clarification: One-step equations are limited to addition or multiplication.

Commented [SB5]: Moved from 6th for age-appropriateness

Geometry – 7.G

~~7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them.~~ **Geometric Figures**

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Example: Mariko has an $\frac{1}{4}$ inch scale drawing ($\frac{1}{4}$ inch=1 foot) of the floor plan of her house. On the floor plan, the scaled dimensions of her rectangular living room are $4\frac{1}{2}$ inches by $8\frac{3}{4}$ inches. What is the area of her living room in square feet?

2. ~~Draw (freehand, with ruler and protractor, and with technology) two dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine unique triangles, more than one triangle, or no triangle.~~

Example: A triangle with side lengths 3 cm, 4 cm, and 5 cm exists. Use a compass and ruler to draw a triangle with these side lengths. (Modified from Engage NY M6L9.)

3. ~~Describe the shape of the two dimensional face of the figure that results from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.~~

Commented [SB6]: Moved for age-appropriateness

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~~7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.~~ **Geometric Measurements**

4. Understand the attributes and measurements of circles.
- Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle.
 - ~~Identify parts of a circle using mathematical terms (Develop an understanding of circle attributes including~~ radius, diameter, circumference, and area) and investigate the relationships between each.
 - ~~Informally derive and know the formulas for the area and circumference of a circle and use them to solve problems.~~ Given area and circumference formulas of a circle, solve real-world and mathematical problems.

~~e.~~ Clarification: Students will not be asked to use area to solve for radius and diameter

5. Use facts about ~~supplementary, complementary, vertical, and adjacent~~ angles to write equations and use them to solve for an unknown angle in a figure.

- Use supplementary, complementary, vertical, and adjacent angles to write and solve equations for an unknown value.

Clarification: The equation cannot have variables on both sides of the equal sign.

- Use the fact that the sum of the angles in a triangle add up to 180° to write and solve an equation for an unknown angle.

Example: The ratio of the measurement of an angle to its complement is 1:2. Create and solve an equation to find the measurement of the angle and its complement. (Modified from Engage NY M5L1.)

6. Given the formulas, solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional figures. Generalize strategies for finding area, volume, and surface areas of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Solve real-world and mathematical problems in each of these areas.

Example: A playground is being updated. Sand underneath a swing needs to be at least 15 inches deep. The sand under the swings is currently only 12 inches deep. The rectangular area under the swing set measures 9 feet by 12 feet. How much additional sand will be needed to meet the requirement? (Modified from Illustrative Mathematics.)

Clarification: Limit shapes to triangles, quadrilaterals, polygons composed of triangles and quadrilaterals, cubes, and right prisms

Statistics, Probability, and Data Science – 7.SP

7.SP.A. Use random sampling to draw inferences about a population. Population Samples

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

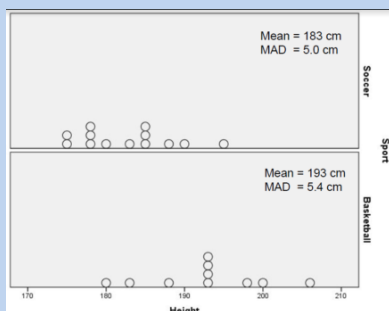
2.1. Use data from a random sample about an unknown characteristic of a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, i.e., generate a sampling distribution.

Example: Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

7.SP.B. Draw informal comparative inferences about two populations.

3.2. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.

Example: The difference in the mean height between players on the basketball team versus the soccer team is 10 cm. This difference in the means - 10 cm - is about twice the variability (mean absolute deviation) on either team (i.e., mean divided by the MAD). On a dot plot, the separation between the two distributions of heights is noticeable.



4.3. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

Example: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

~~7.SP.C. Investigate chance processes and develop, use, and evaluate probability models.~~

Probability

~~5.4.~~ Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

Example: The likelihood of drawing a heart from a deck of cards is 0.25. The likelihood of flipping a coin and landing on heads is 0.5. It is more likely that a flipped coin will land on heads than it is to choose a heart from a deck of cards. (0.5 is greater than 0.25).

~~6.5.~~ Approximate the (theoretical) probability of a chance event by collecting data and observing its long-run relative frequency (experimental probability). Predict the approximate relative frequency given the (theoretical) probability.

Examples:

- 1) When drawing chips out of a bag containing an unknown number of red and white chips, estimate the probability of selecting a particular chip color given 50 draws.
- 2) When rolling a number cube 600 times, predict that a 3 or 6 would be rolled approximately 200 times, but probably not exactly 200 times.

~~7.6.~~ Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

- a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

Example: If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.

- b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

Example: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

~~8.7.~~ Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
- c. Design and use a simulation to generate frequencies for compound events.

Example: Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

EIGHTH GRADE

In eighth grade, instruction is focused on the following areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; and (4) defining the properties of integer exponents and irrational numbers.

- 1—Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($\frac{y}{x} = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x -coordinate changes by an amount A , the output or y -coordinate changes by the amount $m \times A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y -intercept) in terms of the situation.
- 2—Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.
- 3—Students are introduced to the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. Students can define, evaluate, and compare functions in multiple forms (pictures, tables, graphs, equations, etc.).

4. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds; for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.
5. Students use their understanding of multiplication and apply properties to develop an understanding of radicals and integer exponents. Students use and perform operations with numbers expressed in scientific notation. They use their knowledge of rational numbers to develop an understanding of irrational numbers.

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade ($\square$). Supporting work ($\triangle$) and, where appropriate, additional work ($\circ$) can engage students in the major work of the grade.

Eighth Grade Overview

The Number System

- △ A. Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- A. Work with radicals and integer exponents.
- B. Understand the connections between proportional relationships, lines, and linear equations.
- C. Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- A. Define, evaluate, and compare functions.
- B. Use functions to model relationships between quantities.

Geometry

- A. Understand congruence and similarity using physical models, transparencies, or geometry software.
- B. Understand and apply the Pythagorean Theorem.
- ⊖ C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability Data Science

- △ A. Investigate patterns of association in bivariate data.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Eighth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In eighth grade, students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”

MP.2 Reason abstractly and quantitatively.

In eighth grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number(s) or variable(s) as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3 Construct viable arguments and critique the reasoning of others.

In eighth grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like “How did you get that?”, “Why is that true?”, and “Does that always work?”. They explain their thinking to others and respond to others’ thinking.

MP.4 Model with mathematics.

In eighth grade, students model problem situations symbolically, graphically, in tables, and contextually. Working with the new concept of a function, students learn that relationships between variable quantities in the real world often satisfy a dependent relationship, in that one quantity determines the value of another. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use scatter plots to represent data and describe associations between variables. Students need many opportunities to explain the connections between the different representations. They should be able to use all of these representations as

appropriate to a problem context. Students should be encouraged to answer questions such as “What are some ways to represent the quantities?” or “How might it help to create a table, chart, graph, or ____?”

MP.5 Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade eight may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationship between the angles created by a transversal that intersects parallel lines. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ____?”

MP.6 Attend to precision.

In eighth grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays. Teachers might ask, “What mathematical language, definitions, or properties can you use to explain ____?”

MP.7 Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. In eighth grade, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.

MP.8 Look for and express regularity in repeated reasoning.

In grade eight, students use repeated reasoning to understand the slope formula and to make sense of rational and irrational numbers. Through multiple opportunities to model linear relationships, they notice that the slope of the graph of the linear relationship and the rate of change of the associated function are the same. For example, as students repeatedly check whether points are on the line with a slope of 3 that goes through the point (1, 2), they might abstract the equation of the line in the form $\frac{y-2}{x-1} = 3$. Students should be encouraged to answer questions such as “How would we prove that ____?” or “How is this situation like and different from other situations using these operations?”

The Number System – 8.NS

~~△ 8.NS.A. Know that there are numbers that are not rational, and approximate them by rational numbers.~~ **Rational and Irrational Numbers**

1. Understand that a real number is any number that can be represented on a number line.
 - a. Classify numbers as rational or irrational and explain how both sets together for the set of real numbers.
 - b. Understand an irrational number to be a non-terminating, non-repeating decimal that cannot be expressed as a fraction.
 - ~~1-c. Compare the value of irrational numbers and locate them on a number line by finding the rational approximations. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.~~
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

Examples:

- 1) Estimate the value of $\sqrt{2}$.
- 2) By truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Commented [SB8]: Rewritten for clarification and age-appropriateness

Expressions and Equations – 8.EE

~~△ 8.EE.A. Work with radicals and integer exponents.~~ **Radical and Integer Exponents**

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions.

Example: $3^2 \times 3^{-5} = 3^{-3} = \left(\frac{1}{3}\right)^3 = \frac{1}{27}$

2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. ~~Know that $\sqrt{2}$ is irrational.~~
3. Use numbers expressed in the form of a single digit multiplied by an integer power of ten (scientific notation).

a. Convert between standard form and scientific notation. Interpret scientific notation that has been generated by technology.

~~3-b.~~ Estimate very large or very small quantities, and express how many times as much one is than the other.

Example: Estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.

4- c. Use exponent properties to perform multiplication and division operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.

Example: At the East Pacific Rise, seafloor spreading occurs at a rate of 8.2×10^{-2} meters per year. How far will it spread in 1×10^6 years? Express your answer using scientific notation. Millimeters per year for seafloor spreading

~~8.EE.B. Understand the connections between proportional relationships, lines, and linear equations.~~

~~5-4.~~ Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

Example: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

~~6-5.~~ Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

~~8.EE.C. Analyze and solve linear equations and pairs of simultaneous linear equations. One-Variable Equations and Systems of Linear Equations~~

~~7-6.~~ Solve linear equations in one variable.

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ (1 solution), $a = a$ (infinitely many solutions), or $a = b$ (no solution) results (where a and b are different numbers).

Example: $-3x - 2 = 7x + 2 - 10x$ has no solution because the equation simplifies to $-2 = 2$ which is false for any value of x .

- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.7. Analyze and solve pairs of simultaneous linear equations in mathematical and real-world problems.

- a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously.
- b. Solve systems of two linear equations in two variables algebraically (including but not limited to using substitution and elimination strategies), and estimate solutions by graphing the equations; solve simple cases by inspection.

Example: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

c. Solve systems of two linear equations algebraically using substitution when both equations are written in slope-intercept form.

d. Analyze a systems of two linear equations to determine whether it has one solution, infinitely many solutions, or no solution, and explain what each case means in terms of the graphs or equations.

- e. Solve real-world and mathematical problems leading to two linear equations in two variables.

Examples:

1) Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

2) Your family decided to rent a snowmobile at Island Park. Company A charges \$125 for the first hour plus \$37.50 for each additional hour. Company B charges a \$50 one-time rental fee plus \$45 per hour. Which company would cost less for you to rent for 3 hours? 5 hours? 8 hours?

Commented [SB9]: Rewritten for age-appropriateness and some removed due to being covered in high school

Functions – 8.F

8.F.A. Define, evaluate, and compare functions. Functions

- 1. Understand that a function is a rule that assigns to each input exactly one output and that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Example: Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

Example: The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line.

8.F.8. Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing and sketching a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry – 8.G

8.G.A. Understand Congruence and Similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rigid transformations (rotations, reflections, and translations) using physical models (e.g., transparent material), or geometry software:
 - a. Lines are transformed to lines, and line segments to line segments of the same length.
 - b. Angles are transformed to angles of the same measure.
 - c. Parallel lines are transformed to parallel lines.
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rigid transformations. rotations, reflections, and translations.

Example: Given two congruent figures, describe a sequence that exhibits the congruence between them.

- Describe the effect of dilations, translations, ~~rotations~~, and reflections on two-dimensional figures using coordinates.

Example: The image of Triangle ABC with $A = (-3, 0)$, $B = (-3, -2)$, and $C = (4, -2)$ would have coordinates $A' = (-3 - 3, 0 + 2) = (-6, 2)$, $B' = (-3 - 3, -2 + 2) = (-6, 0)$, and $C' = (4 - 3, -2 + 2) = (1, 0)$ following a translation 3 units to the left and 2 units up.

- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.

Example: Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

- Use informal arguments to establish facts about ~~the angle~~ angle relationships.
 - Use properties of interior and exterior angles of triangles to write equations and use them to solve for an unknown angle in a figure.
 - Use properties of ~~sum and exterior angle of triangles~~, about the angles created when parallel lines are cut by a transversal to write equations and use them to solve for an unknown angle in a figure, and the angle-angle criterion for similarity of triangles.

Example: Arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

~~E-8.G.B. Understand and apply the~~ **Pythagorean Theorem.**

- Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

~~O-8.G.C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.~~ **Volume**

- ~~Know~~ Given the formulas, compute ~~for~~ the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.

Statistics, and Probability, and Data Science – 8.SP

~~8.SP.A. Investigate patterns of association in bivariate data.~~

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between ~~two quantities~~ **an independent and dependent variable**. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. ~~Know that straight lines are widely used to model relationships between two quantitative variables.~~ For scatter plots that suggest a linear association, informally fit a straight line, and ~~visually~~ **informally** assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

Example: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.
 - a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.
 - 4.b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

Example: Collect data from students in your school on grade level (sixth, seventh, and eighth) and whether or not they have assigned chores at home (yes, no). Is there evidence that a particular grade level tends to have chores? (In this example the two variables are grade level and chores.)

9-12 Idaho Content Standards

Mathematics

~~January 3, 2022~~ June 2026



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GRADES 9 – 12 CONTENT STANDARDS BY CONCEPTUAL CATEGORIES

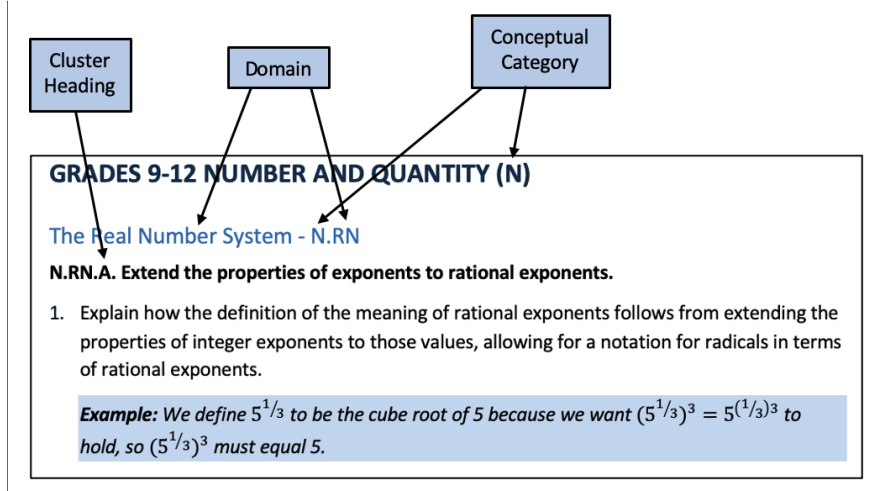
Content Standards by Conceptual Category Identifiers/Coding

The content standards presented by conceptual categories are built on mathematical learning progressions informed by research on cognitive development and by the logical structure of mathematics. These progressions provide the foundation for the grades 9–12 content standards. In this section, the standards are organized by conceptual categories.

The Conceptual Categories are:

- Number and Quantity (**NUMQ**)
- Algebra (**ALGB**)
- Functions (**FUNC**)
- ~~Modeling~~ (**★**)
- Geometry (**GEOM**)
- Statistics, ~~and~~ Probability, & Data Science (**STAT**)

The code for each 9 – 12 conceptual category standard begins with the identifier for the conceptual category code (N, A, F, G, S), followed by the domain code, and the standard number, as shown below.



Commented [JW1]: Needs a new example since this is no longer a standard

The standard highlighted above is identified as N.RN.A.1, identifying it as a standard in the Number and Quantity conceptual category (N.) within that category's Real Number System

domain (RN.), and as the first standard in that domain and in that cluster (A.1). All of the standards in this Framework use a common coding system.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

Codes for 9-12 Standards

FDN = Foundation Standards, typically completed in Grades 9 and 10. These are standards meant to be completed by all students and constitute the set of standards that should be assessed for all Idaho students.

PTH = Pathways Standards, typically completed in Grades 11 and 12, with choices.

Grades 9 – 12 Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the Grades K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

Grades 9 – 12 students should work to understand what a problem is asking, choose a strategy to find a solution, and check the answer to make sure it makes sense. When unable to immediately identify a strategy that will work or when their selected strategy does not work as intended, they must learn to persist in trying a range of potential approaches, looking for how the current problem may relate to previous work they have done. [Solving problems is the essence of mathematical work.](#)

MP.2 Reason abstractly and quantitatively.

Grades 9 – 12 students need to be able to abstract a given situation and represent it symbolically. Students should also make sense of quantities and their relationships in problem situations. Particular attention to units associated with quantities is essential to understanding how the quantities are related. For example, a linear function relating the distance traveled to time needs to specify the units, such as feet and seconds. The slope of that function then gives the rate of change (velocity) given in feet per second. Students should consistently consider the reasonableness of their answer within the context of the problem.

MP.3 Construct viable arguments and critique the reasoning of others.

Grades 9 – 12 students are increasingly expected to make formal mathematical arguments based on stated assumptions or properties, well-defined definitions, and previously established results. Students should be expected to make formal and informal arguments as they progress through the grades 9 – 12. Students should listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Moreover, experience with critiquing the arguments produced by classmates is essential to their mathematical development. Reasoning undergirds deep conceptual understanding.

MP.4 Model with mathematics.

Grades 9 – 12 students need to learn to use mathematics to address problems in everyday life, society, and the workplace. This should occur at a range of levels, from more specific application of mathematical ideas to full-scale mathematical modeling. Students should routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MP.5 Use appropriate tools strategically.

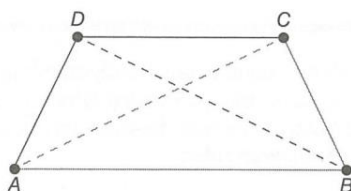
Grades 9 – 12 students need to be comfortable in using applicable tools when solving a mathematics problem. A range of ~~digital technological~~ tools should be available, including graphing calculators ~~and software.~~ ~~and software, computer algebra systems, spreadsheets, dynamic geometry software, and statistical software.~~ Physical manipulatives, such as algebra tiles and geometric models, are useful for students and should be incorporated into the 9 – 12 classroom. Students should be comfortable using paper-and-pencil representations, such as tables, graphs, and other visual representations.

MP.6 Attend to precision.

Grades 9 – 12 students need to learn to communicate effectively with others, using precise vocabulary. They should use symbols to represent their thinking, clearly describing the meaning of those symbols. By the time students reach grades 9 – 12 they have learned to examine claims and make explicit use of definitions. They also need to be able to express the precision of the answers they give in real-world contexts, based on the accuracy of the given information.

MP.7 Look for and make use of structure.

Grades 9 – 12 students examine mathematical situations in order to detect a pattern or structure that may provide further insight. Students use patterns and structure to create equivalent expressions, factor and solve equations, compose functions, and transform figures. For example, drawing an auxiliary line in a geometric figure may help them to better understand the structure behind a situation. ~~Drawing in the diagonals of an isosceles trapezoid creates two overlapping triangles $\triangle ABC$ and $\triangle DCB$ as shown in the following figure; if we can demonstrate their congruence, other properties of the figure will become apparent.~~



MP.8 Look for and express regularity in repeated reasoning.

Grades 9 – 12 students notice patterns in calculations that are performed in order to form generalizations and efficient strategies for calculation. For example, grades 9-12 students may expand on their understanding of right triangles to explore the relationship between the legs and hypotenuse of a 45-45-90 triangle to discover that the hypotenuse is $\sqrt{2}$ times the leg.

Grades 9 – 12 Modeling (★)

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of three million people, and how it might be distributed.
- Planning a table tennis tournament for seven players at a club with four tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Model a savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

The basic modeling cycle involves: (1) identifying variables in the situation and selecting those that represent essential features; (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables; (3) analyzing and performing operations on these relationships to draw conclusions; (4) interpreting the results of the mathematics in terms of the original situation; (5) validating the conclusions by comparing them with the situation, and then either improving the model; or (6) if it is acceptable, reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

Modeling Standards

Modeling is best interpreted, not as a collection of isolated topics, but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific Modeling standards appear throughout the high school standards, indicated by a star symbol (★).

Grades 9—12 Number and Quantity (N)

Numbers and Number Systems

During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, “number” means “counting number”: 1, 2, 3.... Soon after that, 0 is used to represent “none” and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In eighth grade, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the Commutative, Associative, and Distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{\frac{1}{2}})^2$ should be $5^{\frac{(1/2)^2}{2}} = 5^{\frac{1}{4}} = 5$ and that $5^{\frac{1}{3}}$ should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments; to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities

In real-world problems, the answers are usually not numbers but quantities: numbers with units, which involve measurement. In their work in measurement up through grade eight, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree-days, social science

rates such as per capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

Grades 9 – 12 Number and Quantity Overview

The Real Number System (REAL)

- A. Extend the properties of exponents to rational exponents.
- B. Use properties of rational and irrational numbers.

Quantities (QUAN)

- A. Reason quantitatively and use units to solve problems.

The Complex Number System (CPLX)

- A. Perform arithmetic operations with complex numbers.
- B. Represent complex numbers and their operations on the complex plane.
- C. Use complex numbers in polynomial identities and equations.

Vector and Matrix Quantities (MATR)

- A. Represent and model with vector quantities.
- B. Perform operations on vectors.
- C. Perform operations on matrices and use matrices in applications.

Standards for
Mathematical Practice

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

Commented [JW2]: These categories need to be checked and updated to match the new changes.

The Real Number System - N.RN

N.RN.A. ~~Extend the properties of exponents to rational exponents.~~ **Rational exponents**

1. ~~Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. Rewrite expressions involving the n th root of x as x to the $\frac{1}{n}$ power where n is a positive integer.~~

Example: We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

Commented [JW3]: 9-10

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Example: Solving the volume of a cube formula, $V = s^3$, for s would involve rewriting the solution as either $s = \sqrt[3]{V}$ or $s = V^{1/3}$.

Commented [JW4]: 11-12

N.RN.B. ~~Use properties of rational and irrational numbers.~~

3. ~~Explain why the sum or product of two rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.~~

Commented [JW5]: Not essential for high school math.

Quantities – N.Q

N.Q.A. ~~Reason quantitatively and use units to solve problems.~~ **Quantitative reasoning**

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
2. ~~Define appropriate quantities for the purpose of descriptive modeling.~~ ★
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

Commented [JW6]: 9-10

Commented [JW7]: 9-10

The Complex Number System – N.CN

N.CN.A. ~~Perform arithmetic operations with complex numbers.~~ **Complex number arithmetic**

1. ~~Know/Recognize~~ there is a complex number i such that $i^2 = -1$, and show that every complex number has the form $a + bi$ where a and b are real.

Example: Express the radical $\pm\sqrt{-24}$, using the imaginary unit, i , in simplified form. Expressing the radical using i in simplified form results in the expression $\pm 2i\sqrt{6}$.

Commented [JW8]: 11-12

2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Commented [JW9]: 11-12

3. (+) Find the conjugate of a complex number; use conjugates to find absolute value and quotients of complex numbers.

Commented [JW10]: Not essential for high school math.

N.CN.B. Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

Commented [JW11]: Not essential for high school math.

5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.

Commented [JW12]: Not essential for high school math.

Example: $(1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has a radius of 2 and argument 120° .

Commented [JW13]: Not essential for high school math.

6. (+) Calculate the distance between numbers in the complex plane as the absolute value of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Commented [JW14]: Not essential for high school math.

N.CN.C. Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.

Commented [JW15]: 11-12

Example: Find the complex solutions of the quadratic equation $5x^2 + 3x + 1 = 0$, with the solutions of $x = \frac{3}{10} + \frac{3}{5}i$ and $x = \frac{3}{10} - \frac{3}{5}i$.

8. (+) Extend polynomial identities to the complex numbers.

Commented [JW16]: Not essential for high school math.

Example: Rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.

- 9.8. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Commented [JW17]: 11-12

Vector and Matrices x Quantities — N.VM

N.VM.A. Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $|\mathbf{v}|$, $\|\mathbf{v}\|$, v).

Commented [JW18]: Not essential for high school math.

2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

Commented [JW19]: Not essential for high school math.

3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

Commented [JW20]: Not essential for high school math.

N.VM.B. Perform operations on vectors.

4. (+) Add and subtract vectors.

- a. (+) Add vectors end to end, component wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
- b. (+) Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
- c. (+) Demonstrate understanding of vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$, with the same magnitude as $\mathbf{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

Commented [JW21]: Not essential for high school math.

Commented [JW22]: Not essential for high school math.

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5. (+) Multiply a vector by a scalar.

- a. (+) Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component wise, e.g., as $c(v, y) = (cvx, cvy)$.
- (+) Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\|c\mathbf{v}\| = |c|\mathbf{v}$. Compute the direction of $c\mathbf{v}$, knowing that when $|c|\mathbf{v} \neq 0$, the direction of $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$) or against $\mathbf{v}$ (for $c < 0$).

Commented [JW24]: Not essential for high school math.

Commented [JW25]: Not essential for high school math.

N.VM.C. Perform operations on matrices and use matrices in applications. Matrices

6.5. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

- 7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
- 8. (+) Add, subtract, and multiply matrices of appropriate dimensions.
- 9. (+) Demonstrate understanding that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
- 10. (+) Demonstrate understanding that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

12.11. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Commented [JW26]: 11-12

Grades 9—12 Algebra (A)

Expressions

An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the Order of Operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p . Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure. A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and Inequalities

An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1 + b_2}{2}\right)h$, can be solved for h using the same deductive process. Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling

Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

Grades 9 – 12 Algebra Overview

Seeing Structure in Expressions

- A. Interpret the structure of linear, quadratic, exponential, polynomial, and rational expressions.
- B. Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions

- A. Perform arithmetic operations on polynomials.
- B. Understand the relationship between zeros and factors of polynomials.
- C. Use polynomial identities to solve problems.
- D. Rewrite rational expressions.

Creating Equations

- A. Create equations that describe numbers or relationships.

Reasoning with Equations and Inequalities

- A. Understand solving equations as a process of reasoning and explain the reasoning.
- B. Solve equations and inequalities in one variable.
- C. Solve systems of equations.
- D. Represent and solve equations and inequalities graphically.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Seeing Structure in Expressions – A.SSE

A.SSE.A. ~~Interpret the structure of linear, quadratic, exponential, polynomial, and rational of~~ expressions.

1. Interpret linear and exponential expressions that represent a quantity in terms of its context. ★

Commented [JW27]: 9-10

a.1. Interpret parts of an expression, such as terms, factors, and coefficients.

Commented [JW28]: Combined into A.sse.a.1

b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

Commented [JW29]: Not essential for high school math.

Example: Interpret the slope of a linear model for a context. $P(1+r)^n$ as the product of P and a factor not depending on P .

2. Use the structure ~~of of linear, quadratic, exponential, polynomial, and rational an~~ expressions to identify ways to rewrite them it.

Commented [JW30]: 11-12

Example: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

A.SSE.B. ~~Write expressions in equivalent forms to solve problems. Equivalent expressions~~

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a. Factor a quadratic expression to reveal the zeros of the function it defines when $a = 1$.

Commented [JW31]: 9-10

a.b. Factor a quadratic expression to reveal the zeros of the function it defines, including cases where $a \neq 1$.

Commented [JW32]: 11-12 and will change index number

b.c. ~~Complete the square in~~ Rewrite a quadratic expression to reveal find the maximum or minimum value of the function it defines.

Commented [JW33]: 9-10

Example: A high school player punts a football, and the function $h(t) = -16t^2 + 64t + 2$ represents the height h , in feet, of the football at time t seconds after it is punted. Complete the square in the quadratic expression to find the maximum height of the football.

c.d. Use the properties of exponents to transform expressions for exponential functions.

Commented [JW34]: 11-12

Example: The expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

4. ~~Derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems. ★~~

Commented [JW35]: Not essential for high school math.

~~Example: Calculate mortgage payments.~~

Arithmetic with Polynomials and Rational Expressions – A.APR

A.APR.A. ~~Perform arithmetic o~~perations ~~on~~-with polynomials ~~and rational expressions.~~

1. Add, subtract, multiply, and divide rational expressions.
2. Demonstrate understanding that Perform algebra operations with polynomials expressions including addition, subtraction, multiplication, and division, form a system analogous to the integers; namely, they are closed under certain operations.

Commented [JW36]: 11-12

- 1-3. Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.

Commented [JW37]: 9-10, A.APR.A.1a combined into A.APR.A.1

Commented [JW38]: 11-12

a. Perform operations on polynomial expressions (addition, subtraction, multiplication, division) and compare the system of polynomials to the system of integers when performing operations.

b. Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.

Commented [JW39]: 11-12 NOT as a substandard of APR.A.1

A.APR.B. Understand the relationship between zeros and factors and zeros of polynomials.

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Commented [JW40]: 11-12

Commented [JW41]: 11-12

3. A.APR.C. Use polynomial identities to solve problems.

4. Prove polynomial identities and use them to describe numerical relationships.

Example: The polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

Commented [JW42]: Not essential for high school math.

5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined, for example, by Pascal's Triangle.

Commented [JW43]: Not essential for high school math.

A.APR.D. Rewrite rational expressions.

6. Rewrite simple rational expressions in different forms using inspection, long division, or, for the more complicated examples, a computer algebra system.

Example: Write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$ where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.

Commented [JW44]: Not essential for high school math.

7. (+) Demonstrate understanding that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Commented [JW45]: 11-12

Creating Equations – A.CED

A.CED.A. Create equations that describe numbers or quantities.

1. Create one-variable equations and inequalities to solve problems, including linear, quadratic, rational, and basic exponential functions. ★

Example: Four people may be seated at one rectangular table. If two rectangular tables are placed together end-to-end, six people may be seated at the table. If ten tables are placed together end-to-end, how many people can be seated? How many tables are needed for n people?

Commented [JW46]: 9-10

2. Create one-variable equations and inequalities to solve problems including quadratic and rational functions. ★

Commented [JW47]: 11-12

- 2-3. Interpret the relationship between two or more quantities. ★

Commented [JW48]: 9-10

- a. Define variables to represent the quantities and write equations to show the relationship. ★

Commented [JW49]: 9-10

Example: The cost of parking in the parking garage is \$2.00 for the first hour and \$1.00 for every hour after that. Write an equation in terms of x and y that shows the total cost for parking, y , for x hours. Use the equation to calculate the cost for parking in the garage for 5 hours.

- b. Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales. ★

Commented [JW50]: 9-10

Example: Using the equation from A.CED.A.2.a, show how the graph of the equation can be used to predict the cost for a specified amount of time.

- 3-4. Represent constraints using one or more equations or inequalities and interpret solutions as viable or non-viable options in a modeling context. ★

Commented [JW51]: 9-10

4. Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. ★

Commented [JW52]: Combined into A.CED.A.3

5. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. ★

Commented [JW53]: 9-10

Example: Rearrange Ohm's law $V = IR$ to highlight resistance R .

Reasoning with Equations and Inequalities – A.REI

A.REI.A. Understand Algebraic reasoning solving equations as a process of reasoning and explain the reasoning.

1. ~~Explain-Justify~~ each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. ~~Construct a viable argument to justify or refute a solution method.~~

Commented [JW54]: 9-10

2. Solve ~~simple~~ rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Commented [JW55]: 11-12

A.REI.B. ~~Solve equations~~ **Equations** and inequalities in one variable.

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Commented [JW56]: 9-10

~~a.4~~ Solve linear equations and inequalities in one variable involving absolute value.

Commented [JW57]: 9-10

4. Solve quadratic equations in one variable: ~~by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation.~~

Commented [JW58]: Added from original A.REI.B.4

~~4.5. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .~~

Commented [JW59]: 11-12

~~a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.~~

Commented [JW60]: Not essential for high school math.

~~b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .~~

Commented [JW61]: Combined into REI.B.4

A.REI.C. ~~Solve s~~ **Systems** of equations.

~~5. Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.~~

Commented [JW62]: Not essential for high school math.

~~6.5.~~ Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Commented [JW63]: 9-10

Example: A school club is selling hats and t-shirts for a fundraiser. The group expects to sell a total of 50 items. They make a profit of 15 dollars for each t-shirt sold and 5 dollars for each hat sold. How many hats and t-shirts will the school club need to sell to make a profit of \$300?

7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

Commented [JW64]: 11-12

Example: Find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

8. ~~(+) Represent~~ Solve a system of linear equations as a single matrix equation ~~in a vector variable~~ using technology.

Commented [JW65]: 11-12

9. ~~(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).~~

Commented [JW66]: Not essential for high school math.

A.REI.D. Graphs of equations and inequalities ~~Represent and solve equations and inequalities graphically.~~

10. ~~Demonstrate understanding that~~ Recognize that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Show that any point on the graph of an equation in two variables is a solution to the equation.

Commented [JW67]: 9-10

10. ~~Identify points of intersection as solutions of the form $f(x) = g(x)$; find the solutions approximately.~~

Commented [JW68]: 9-10

11. Explain why the x coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★

Commented [JW69]: 9-10

11.

Example: Use technology to graph the functions, make tables of values, or find successive approximations.

12. Graph the solutions to ~~one or more~~ linear inequalities ~~y~~ in two variables ~~in the coordinate plane~~, as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half planes.

Commented [JW70]: 9-10

Grades 9—12 Functions (F)

Functions describe situations where one quantity determines another. For example, the return on \$10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In grades 9—12 mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v ; the rule $T(v) = \frac{100}{v}$ expresses this relationship algebraically and defines a function whose name is T .

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as, by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city"; by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates

Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

Grades 9 – 12 Functions Overview

Interpreting Functions

- A. Understand the concept of a function and use function notation.
- B. Interpret functions that arise in applications in terms of the context. Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.
- C. Analyze functions using different representations.

Building Functions

- A. Build a function that models a relationship between two quantities.
- B. Build new functions from existing functions.

Linear, Quadratic, and Exponential Models

- A. Construct and compare linear, quadratic, and exponential models and solve problems.
- B. Interpret expressions for functions in terms of the situation they model.

Trigonometric Functions

- A. Extend the domain of trigonometric functions using the unit circle.
- B. Model periodic phenomena with trigonometric functions.
- C. Prove and apply trigonometric identities.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Interpreting Functions – F.IF

F.IF.A. Understand the concept of a function and use function notation.

1. Demonstrate understanding that Recognize that a function is a correspondence from between a set of inputs and a set of outputs, one set (called the domain) to another set (called the range) that assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Commented [JW71]: 9-10

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Commented [JW72]: 9-10

Example: Given a function representing a car loan, determine the balance of the loan at different points in time.

3. Demonstrate Recognize that a sequence is a function, sometimes defined recursively, whose domain is a subset of the integers.

Example: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$,
 $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.

Commented [JW73]: 11-12

F.IF.B. Reasoning with functions Interpret functions that arise in applications in terms of the context. Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.

FDN Clarification: Include linear, quadratic, and exponential functions

PTH Clarification: Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity. ★

Commented [JW74]: 9-10

Example: Given a context or verbal description of a relationship, sketch a graph that models the context or description and shows its key features.

5. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries, end behavior; and periodicity. ★

Commented [JW75]: 11-12

5-6. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★

Example: If the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Commented [JW76]: 9-10

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★

Commented [JW77]: 9-10

F.IF.C. **Function representations** Analyze functions using different representations.

7. Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.★

Commented [JW78]: 9-10

b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.★

Commented [JW79]: 11-12

c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.★

Commented [JW80]: 11-12

d. (+) Graph simple rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.★

Commented [JW81]: 11-12

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.★

Commented [JW82]: 11-12

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Commented [JW83]: Folded into the next two standards.

a.1 Use the process of factoring and/or completing the square in quadratic and polynomial functions, where appropriate, Rewrite quadratic equations in vertex or factored form to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Commented [JW84]: 9-10

Example: Suppose $h(t) = -5t^2 + 10t + 3$ represents the height of a diver above the water (in meters), t seconds after the diver leaves the springboard. What is the maximum height above the water the diver reaches? After how many seconds, t , does the diver hit the water?

Commented [JW85]: 9-10

- b.2.** Use the properties of exponents to interpret ~~expressions for~~ exponential functions ~~in applicable contexts~~. ~~Apply to financial situations such as identifying appreciation and depreciation rate for the value of a house or car sometime after its initial purchase.~~

Commented [JW86]: 11-12

Example: The equation for radioactive decay is $A = A_0 \left(\frac{1}{2}\right)^{t/h}$. When A_0 is the original amount of a radioactive substance, A is the final amount, h is the half-life of the substance, and t is time. Hagerman, Idaho is a hotbed of fossil hunting. ~~The half-life of Potassium-40 is about 1,250,000,000 years. If a feldspar crystal in the volcanic ash surrounding a fossil found in Hagerman contained 54 grams of Potassium-40 at time~~ ~~The half-life of carbon-14 is about 5730 years. If a fossil that was found in Hagerman contains 54 grams of carbon-14 at time~~ $t = 0$, how much ~~carbon-14~~ ~~Potassium-40~~ remains at time $t = 171903,500,000$ years?

Commented [JW87]: 11-12

9. Compare properties of ~~two~~ functions ~~each~~ represented in ~~a~~ different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).

Commented [JW88]: 9-10

Example: ~~Given a graph of one polynomial function and an algebraic expression for another, say which has the larger/smaller relative maximum and/or minimum.~~

Commented [JW89]: Not a 9-10 example

10. Given algebraic, ~~numeric~~ and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric.

Commented [JW90]: 11-12

Building Functions – F.BF

F.BF.A. Functions that Build a function that models a relationship between two quantities.

- 1.** Write a function that describes a relationship between two quantities, ~~including linear and exponential functions~~. ~~★ Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.★~~

Commented [JW91]: 9-10

- 1.2.** ~~Write a function that describes a relationship between two quantities, including quadratic, rational, radical, logarithmic and exponential functions.★~~

Commented [JW92]: 11-12

~~a. Determine an explicit expression, a recursive process, or steps for calculation from a context.★~~

Commented [JW93]: Not essential for high school math.

b.a. Combine standard function types using arithmetic operations.★

Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Commented [JW94]: 11-12

~~b. Compose functions.★~~

Commented [JW95]: 11-12

Example: If $T(h)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.

2-3. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★

Example: If the U.S. Census Bureau wrote the following recursive equation to represent how they estimate Idaho's population will grow each year after 2019: $P(n) = 1.023 \cdot P(n - 1)$, $P(0) = 1,787,000$. $P(n)$ represents Idaho's population at the end of the n^{th} year in terms of Idaho's population at the end of the $(n - 1)^{\text{th}}$ year, $P(n - 1)$. Predict Idaho's population in 2040.

Commented [JW96]: 11-12

F.BF.B. Function transformations, inverses, and compositions Build new functions from existing functions.

3-4. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Include linear, quadratic, exponential, absolute value, simple rational and radical, logarithmic, and trigonometric functions. Utilize technology Use digital tools to experiment with cases and illustrate an explanation of the effects on the graph. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Commented [JW97]: 9-10

4. Find inverse functions algebraically and graphically.

Commented [JW98]: 11-12

- Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Include linear and simple polynomial, rational, and exponential functions.

Commented [JW99]: 11-12

Example: $f(x) = 2x^3$ or $f(x) = \frac{x+1}{x-1}$ for $x \neq 1$

- (+) Verify by composition that one function is the inverse of another.
- (+) When applicable, Read values of an inverse function from a graph or a table, given that the function has an inverse.
- (+) Produce an invertible function from a non invertible function by restricting the domain.

Commented [JW100]: 11-12

Commented [JW101]: 11-12

Commented [JW102]: Not essential for high school math.

5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Commented [JW103]: 11-12

Linear, Quadratic, and Exponential Models – F.LE

F.LE.A. Linear, quadratic, and exponential models Construct and compare linear, quadratic, and exponential models and solve problems.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.★

Commented [JW104]: 9-10

- a. Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. ★
- b. Identify situations in which one quantity changes at a constant rate per unit interval relative to another. ★
- c. Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. ★

Commented [JW105]: 9-10

Commented [JW106]: 9-10

Commented [JW107]: 9-10

2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table). ★

Commented [JW108]: 9-10

3. Use graphs and tables to demonstrate that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically, or (more generally) as a polynomial function. ★

Commented [JW109]: 9-10

Example: Becca's parents are saving for her college education by putting \$3,000/year in a safe deposit box. Becca's grandpa is also saving for her college education by putting \$2,000/year in an iDeal (Idaho college savings) account with an APR of 6.17%. Build tables to show which account has the most money after ten years, and how much more? How many years will it take for the total in her grandpa's account to exceed the total in her parents' safe deposit box?

Commented [JW110]: 9-10

4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology. ★

Example: Mr. Rico has a savings account that has an interest rate of 7% compounded continuously. The amount in the account is calculated using $A = Pe^{rt}$. If Mr. Rico invested \$30,000 on January 1, 2020, when will he have \$100,000 in the account?

Commented [JW111]: Not essential for high school math – already in F.BF.A.5

F.LE.B. Interpret expressions for functions in terms of the situation they model.

5. Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a modeling context. ★

Commented [JW112]: 9-10

Trigonometric Functions – F.TF

F.TF.A. Extend the domain of trigonometric functions using & the unit circle.

1. Demonstrate Identify radian measure as the ratio of the arc length subtended by a central angle to the length of the radius of the unit circle and use it to solve problems.
 - a. Use radian measure to solve problems.

Commented [JW113]: 11-12

Commented [JW114]: Folded into F.TF.A.1

Example: You live in New Meadows, Idaho, which is located on the 45th parallel (45° North latitude). Approximately how far will you drive, in miles, to attend the Calgary Stampede? Calgary is located at 51°N latitude, almost due North of New Meadows. (Use $r = 3960$ miles for the radius of the Earth.)

Commented [JW115]: 11-12

2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Commented [JW116]: 11-12

3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$, and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.

Commented [JW117]: 11-12

4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Commented [JW118]: 11-12

FF.TF.B. Modeling with inverse trigonometric functions. Model periodic phenomena with trigonometric functions.

5. Model periodic phenomena using trigonometric functions with specified amplitude, frequency, and midline. ★

Commented [JW119]: 11-12

Example: This past summer you and your friends decided to ride the Ferris wheel at the Idaho State Fair. You wondered how high the highest point on the Ferris wheel was. You asked the operator, and he didn't know, but he told you that the height of the chair was 5 ft off the ground when you got on and the center of the Ferris wheel is 30 ft above that. You checked your phone when you got on and figured out that it took you 12 mins to make one full revolution. Create a model to show your height from the platform at any given time on the Ferris wheel.

Commented [JW120]: 11-12

6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

Commented [JW121]: Not essential for high school math.

- 7-6. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. ★

Commented [JW122]: 11-12

FF.TF.C. Prove and apply trigonometric identities.

- 8-7. Relate the Pythagorean Theorem to the unit circle to discover the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use the Pythagorean identity, $\sin^2 \theta + \cos^2 \theta = 1$, to find the value of a trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) given one trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) and the quadrant of the angle.

Example: Suppose that $\cos(\theta) = \frac{2}{5}$ and that θ is in the 4th quadrant. Find the exact value of $\sin(\theta)$ and $\tan(\theta)$.

9. ~~(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.~~

Commented [JW123]: Not essential for high school math.

Grades 9—12 Modeling (★)

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

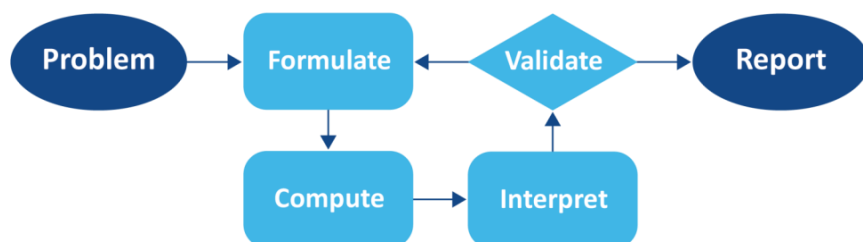
- Estimating how much water and food is needed for emergency relief in a devastated city of three million people, and how it might be distributed.
- Planning a table tennis tournament for seven players at a club with four tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Model a savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful

tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves; for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The basic modeling cycle is summarized in the diagram below. It involves: (1) identifying variables in the situation and selecting those that represent essential features; (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables; (3) analyzing and performing operations on these relationships to draw conclusions; (4) interpreting the results of the mathematics in terms of the original situation; (5) validating the conclusions by comparing them with the situation, and then either improving the model; or (6) if it is acceptable, reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.



In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO₂ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards

Modeling is best interpreted, not as a collection of isolated topics, but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific Modeling standards appear throughout the high school standards, indicated by a star symbol (★).

Grades 9—12 Geometry (G)

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During grades 9—12 mathematics, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college, some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of “same shape” and “scale factor” developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and

theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Connections to Equations

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions.

This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

Grades 9 – 12 Geometry Overview

Congruence (CONG)

- A. Experiment with transformations in the plane.
- B. Understand congruence in terms of rigid motions.
- C. Prove geometric theorems and, when appropriate, the converse of theorems.
- D. Make geometric constructions.

Similarity, Right Triangles, and Trigonometry

- A. Understand similarity in terms of similarity transformations.
- B. Prove theorems involving similarity.
- C. Define trigonometric ratios and solve problems involving right triangles.
- D. Apply trigonometry to general triangles.

Circles

- A. Understand and apply theorems about circles.
- B. Find arc lengths and areas of sectors of circles.

Expressing Geometric Properties with Equations

- A. Translate between the geometric description and the equation for a conic section.
- B. Use coordinates to prove simple geometric theorems algebraically.

Geometric Measurement and Dimension

- A. Explain volume formulas and use them to solve problems.
- B. Visualize relationships between two-dimensional and three-dimensional objects.

Modeling with Geometry

- ~~A.~~ Apply geometric concepts in modeling situations.
- A.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Congruence – G.CO

G.CO.A. Experiment with transformations in the plane.

1. ~~Know~~ **Recognize** precise definitions of angle, circle, perpendicular line, parallel line, and line segment, ~~based on the undefined notions of point, line, distance along a line, and distance around a circular arc.~~

Commented [JW124]: 9-10

2. Represent **and describe** transformations in the plane ~~and describe transformations as functions that take points in the plane as inputs and give other points as outputs.~~ Compare transformations that preserve distance and angle to those that do not.

Commented [JW125]: 9-10

Example: Translation versus horizontal stretch.

3. ~~Describe the rotations and reflections that carry a given figure (rectangle, parallelogram, trapezoid, or regular polygon) onto itself.~~

Commented [JW126]: Not essential for high school math.

4. ~~Develop~~ **Define** definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

Commented [JW127]: 9-10

5. ~~Draw~~ **Plot on a coordinate plane** the **result of a** transformation (rotation, reflection, or translation) for a given geometric figure.

Commented [JW128]: 9-10

Example: Given quadrilateral ~~ABCD~~ **ABCE** with vertices ~~A~~ **A**(0, -1), ~~B~~ **B**(3, -2), ~~C~~ **C**(-1, -5), and ~~D~~ **E**(-3, -2), reflect the shape across the x-axis.

6. ~~Specify~~ **Describe** a sequence of transformations that will carry a given figure onto another.

Commented [JW129]: 9-10

G.CO.C. Geometric theorems

G.CO.B. Understand congruence in terms of rigid motions.

7. ~~Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.~~

Commented [JW130]: 9-10

8. ~~Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.~~

Commented [JW131]: Not essential for high school math.

9. Explain how the criteria for triangle congruence (ASA, SAS, **AAS**, and SSS) follow from the definition of congruence in terms of rigid motions.

Commented [JW132]: Included in G.CO.B.7

Example: In $\triangle ABC$ and $\triangle ABD$ (with shared side $\overline{AB}$), we are given that $\angle BAC \cong \angle BAD$ and $\angle ABC \cong \angle ABD$. What pair(s) of corresponding parts is/are needed to ensure the

triangles are congruent by either ASA, SAS, AAS, or SSS? What rigid motion would show the triangles are congruent?

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G.CO.C. Prove geometric theorems and, when appropriate, the converse of theorems.

10. Prove Use, with justification, theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Commented [JW134]: 9-10

11. Prove Use, with justification, theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles and its converse; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Commented [JW135]: 9-10

12. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

a. Prove theorems about polygons. Theorems include: the measures of interior and exterior angles; apply properties of polygons to the solutions of mathematical and contextual problems.

Commented [JW136]: Not essential for high school math.

G.CO.D. Make geometric constructions.

13. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.) Constructions include: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Commented [JW137]: Not essential for high school math.

14. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Commented [JW138]: Not essential for high school math.

Similarity, Right Triangles, and Trigonometry – G.SRT

G.SRT.A. Understand similarity in terms of similarity transformations, and similarity

1. Verify experimentally the properties of Perform dilations given by a center and a scale factor, recognizing the effects of the scale factor.

a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

Commented [JW139]: 9-10

2. Use the definition of similarity to decide if two given figures are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

3. Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.

Example: Given $\triangle ABC$ and $\triangle DEF$, $\angle A \cong \angle D$, and $\angle B \cong \angle E$, show that $\triangle ABC \sim \triangle DEF$ using a sequence of translations, rotations, reflections, and/or dilations.

Commented [JW140]: Not essential for high school math.

G.SRT.B. **Prove theorems involving similarity, theorems**

4.3. **Prove** Use and justify theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Commented [JW141]: 9-10

5.4. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Example: A high school student visits a giant cedar tree near the town of Elk River, Idaho and the end of his shadow lines up with the end of the tree's shadow. The student is 6 feet tall and his shadow is 8 feet long. The cedar tree's shadow is 228 feet long. How tall is the cedar tree?

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G.SRT.C. **Right triangle** Define trigonometric ratios and solve problems involving right triangles.

6.5. Demonstrate understanding that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of Define trigonometric ratios for acute angles.

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7.6. Explain and use the relationship between the sine and cosine of complementary angles.

8.7. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★

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Example: Mark and Ruth are rock climbing in the Snake River Canyon. Mark is anchoring the rope for Ruth. If the length of the rope from Mark to Ruth is 60 ft, with an angle of elevation of 23° , how far is Mark from the base of the cliff?

G.SRT.D. **Apply** Trigonometry with general triangles to general triangles.

9. (+) Derive the formula $A = \frac{1}{2}ab\sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

Commented [JW145]: Not essential for high school math.

~~10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.~~

~~11.8. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems; resultant forces).~~

Commented [JW146]: Not essential for high school math.

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Circles – G.C

G.C.A. ~~Understand and apply~~ Circles theorems about circles.

1. ~~Prove that all circles are similar.~~
2. 1. Identify and ~~describe~~ apply relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
3. ~~Prove properties of angles for a quadrilateral and other polygons inscribed in a circle, by constructing the inscribed and circumscribed circles of a triangle.~~
4. ~~(+) Construct a tangent line to a circle from a point outside the given circle.~~

Commented [JW148]: Not essential for high school math.

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Commented [JW150]: Not essential for high school math.

Commented [JW151]: Not essential for high school math.

G.C.B. Find arc lengths and areas of sectors of circles.

5. 2. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. Apply the formulas for arc length and area of a sector.

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Expressing Geometric Properties with Equations – G.GPE

G.GPE.A. ~~Translate between the geometric description and the equation for a conic section.~~ Equation of a circle

1. ~~Derive~~ Determine the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. ~~Derive the equation of a parabola given a focus and directrix.~~
3. ~~(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.~~
 - a. ~~(+) Use equations and graphs of conic sections to model real-world problems.~~ ★

Commented [JW153]: 11-12

Commented [JW154]: Not essential for high school math.

Commented [JW155]: Not essential for high school math.

G.GPE.B. Coordinate ~~Use coordinates to prove simple geometric theorems algebraically.~~

4. ~~Use coordinates to prove simple geometric theorems algebraically, including the distance formula and its relationship to the Pythagorean Theorem.~~

Example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

Commented [JW156]: Not essential for HS math.

5.4. ~~Prove~~ **Know** the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

Example: Find the equation of a line parallel or perpendicular to a given line that passes through a given point.

Commented [JW157]: 9-10

6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

Commented [JW158]: Not essential for high school math.

7.5. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles (e.g., using the distance formula).★

Commented [JW159]: 9-10

Geometric Measurement and Dimension – G.GMD

G.GMD.A. ~~Explain~~ **Know** volume formulas and use them to solve problems.

1. Give an informal argument for the formulas for the circumference of a circle; area of a circle; volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

Commented [JW160]: Not essential for high school math.

2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

Commented [JW161]: Not essential for high school math.

3.1. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★

Example: The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?

Commented [JW162]: 9-10

G.GMD.B. ~~Visualize relationships between two-dimensional and three-dimensional objects.~~

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Commented [JW163]: Not essential for high school math.

Modeling with Geometry – G.MG

G.MG.A. ~~Apply~~ **Know** geometric concepts in modeling situations.

1. Use geometric shapes, their measures, and their properties to describe objects.★

Example: Estimate the volume of a tree trunk by modeling it as a cylinder. Modeling a tree trunk or a human torso as a cylinder.

Commented [JW164]: 9-10

2. Apply concepts of density based on area and volume in modeling situations.★

Example: Persons per square mile, BTUs per cubic foot

Commented [JW165]: Not essential for high school math.

3.2. Apply geometric methods to solve design problems.★

Example: *Designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.*

Commented [JW166]: 9-10

4.3. Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★

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Grades 9—12 Statistics and Probability (S)

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data. In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed, as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling

Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

Grades 9 – 12 Statistics, ~~and~~ Probability, and Data Science Overview

Interpreting Categorical and Quantitative Data

- A. Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.
- B. Summarize, represent, and interpret data on two categorical and quantitative variables.
- C. Interpret linear models.

Making Inferences and Justifying Conclusions

- A. Understand and evaluate random processes underlying statistical studies. Use calculators, spreadsheets, and other technology as appropriate.
- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Conditional Probability and the Rules of Probability

- A. Understand independence and conditional probability and use them to interpret data from simulations or experiments.
- B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Using Probability to Make Decisions

- A. Calculate expected values and use them to solve problems.
- B. Use probability to evaluate outcomes of decisions.

**Standards for
Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Interpreting Categorical and Quantitative Data – S.ID

S.ID.A. ~~Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.~~ Descriptive Statistics

1. ~~Differentiate~~ Distinguish between count data categorical and measurement quantitative variables. ★

2. Represent measurement quantitative data with plots on the real number line (dot plots, histograms, and box plots). ★

Example: Construct a histogram of the current population size in each of Idaho's counties.

3. Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables, using statistics appropriate to the shape of the distribution for each measurement quantitative variable. ★

Example: Compare the histograms of the annual potato yields over the last 25 years for Idaho and Maine using the correct measures of center and spread for the shape of the histograms.

4. Interpret differences in shape, center, and spread in the context of the variables accounting for possible effects of extreme data points (outliers) for quantitative measurement variables. ★

Example: Describe differences in distributions of annual precipitation over the last 100 years between Boise and Seattle using shape, center, spread, and outliers.

5. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Example: Estimate the percentage of all Idaho elk hunters who successfully filled their tag last year, using the results from Washington County hunters.

6. Using an interactive data display to describe multivariable data.

S.ID.B. ~~Summarize, represent, and interpret data on two categorical and quantitative variables.~~

6. Construct a narrative about data for a particular audience.

7. ~~Represent~~ Interpret data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables.

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6.8. Interpret relative frequencies in the context of the two categorical variables, the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.★

Example: Represent the relationship between student effort (on a scale of 1 – 5) and letter grade in a math class with a clustered bar chart and describe the relationship using a relative frequency table.

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7. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data, graphically or with digital tools.★

Commented [JW175]: 9-10

7.8. Represent data on two quantitative variables on a scatter plot and describe how the variables are related. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★

Commented [JW176]: 11-12

a. Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data.★

Commented [JW177]: 9-10

8. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★

Commented [JW178]: 11-12

Example: Use technology to fit a function of the relationship between the board-feet (measured in volume) of trees and the diameter of the trunks of the trees.

Commented [JW179]: 11-12

b. Informally assess the fit of a function by plotting and analyzing residuals.★

Commented [JW180]: Not essential for high school math.

S.ID.C. Interpret linear models. **Linear Statistical Models**

8. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.★

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Example: Explain why the y-intercept of a linear model relating the volume production of sugar beets to size of farm has no meaning, whereas the y-intercept of a linear model relating the volume production of sugar beets related to minimum temperature does have meaning.

Commented [JW182]: 9-10

9. Compute (using technology) and interpret the linear correlation coefficient.★

Commented [JW183]: 9-10

Example: Find the correlation coefficient between the number of hours firefighters sleep each night and the length ~~of~~ of the fireline they construct each day. Use the correlation coefficient to explain whether sleep is important.

Commented [JW184]: 9-10

10. ~~Distinguish~~ Explain the difference between (linear) correlation and causation.★

Commented [JW185]: 9-10

Making Inferences and Justifying Conclusions – S.IC

S.I.C.A. ~~Understand and evaluate random processes underlying statistical studies. Use calculators, spreadsheets, and other technology as appropriate.~~ Statistical Design

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.★

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2. Recognize and describe implications of confounding variables in observational studies, including for making inferences.

Commented [JW187]: 11-12

- 1- Example: The apparent relationship between ice cream sales and crime in large cities is confounded by effects of daytime temperature.

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Commented [JW189]: 11-12

- 2-3. Decide if a specified model is consistent with results from a given data-generating process (e.g., using simulation or validation with given data).★

Example: A model says a spinning coin falls heads up with probability 0.5. Would a result of 45 tails in a row cause you to question the model?

Commented [JW190]: 11-12

3. Analyze the source of data and draw conclusions about how it should be collected, organized, and formatted to make it useful.★

Commented [JW191]: 9-10 new addition

4. Recognize the limitations of data collected by different methods and in different populations.

Commented [JW192]: 9-10

5. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.★

Commented [JW193]: 9-10

S.I.C.B. ~~Make inferences and justify conclusions from sample surveys, experiments, and observational studies.~~ Statistical Analysis

- 3- ~~Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.~~★

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- 4-6. Use data from a sample survey to estimate a population mean or proportion and a margin of error.★

Commented [JW195]: 9-10

- 5-7. Use data from a randomized and controlled experiment to compare two treatments; use margins of error to decide if differences between treatments are significant.★

Commented [JW196]: 9-10

- 6-8. Evaluate reports of statistical information based on data.★

Commented [JW197]: 9-10

Example: Students may analyze and critique different reports from media, business, and government sources.

Conditional Probability and the Rules of Probability – S.CP

S.CP.A. Understand independence and conditional probability and use them to interpret data from simulations or experiments. **Independence and Conditional Probability**

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").★

Commented [JW198]: 9-10

2. Using a Venn diagram, apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★

Commented [JW199]: 9-10

3. Demonstrate understanding that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.★

Commented [JW200]: 11-12

4. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.★

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5. Understand the conditional probability of A given B as $\frac{P(A \cap B)}{P(B)}$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.★

Commented [JW202]: 11-12

6. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.★

Commented [JW203]: 11-12

Example: Collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

Commented [JW204]: 11-12

7. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.★

Commented [JW205]: 9-10

Example: Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

Commented [JW206]: 9-10

S.CP.B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

6. Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.★
7. Apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★
8. (+) Apply the general Multiplication Rule in a uniform probability model
 $P(A \cap B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.★
- 9-8. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.★

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Commented [JW208]: 9-10

Commented [JW209]: 11-12

Using Probability to Make Decisions – S.MD

S.MD.A. Calculate expected values and use them to solve problems. Expected value

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.★
- 2-1. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution of the variable.★
- 3-2. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.★
- Example:** Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.
4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.★
- Example:** Find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

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Commented [JW212]: 11-12

Commented [JW213]: 11-12

Commented [JW214]: Not essential for high school math.

S.MD.B. Use probability to evaluate outcomes of decisions.

- 5-3. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.★
- a. Find the expected payoff for a game of chance.★

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Example: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.

- b. Evaluate and compare strategies on the basis of expected values.★

Example: Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

- ~~6-4.~~ ~~(+)~~ Use probabilities to make **objective** decisions.★

Example: The Idaho Department of Transportation classifies highways for overweight loads based on the probability of bridges on a highway failing under given vehicle weights.

- ~~7.~~ ~~(+)~~ Analyze decisions and strategies using probability concepts.★

Example: Product testing, medical testing, or pulling a hockey or soccer goalie at the end of a game and replacing the goalie with an extra player.

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Commented [JW217]: 11-12

Commented [JW218]: 9-10

Commented [JW219]: 9-10

Commented [JW220]: Already included in previous standards.

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DRAFT_Idaho Content Standards for Mathematics



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THE ROLE OF STANDARDS

The Idaho Content Standards for Mathematics define what all students are expected to know and be able to do. They do not define how teachers should teach the standards. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards do not define the support materials that some students may need, nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English learners and for students with disabilities. All students must have the opportunity to learn rigorous grade level standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives. These standards define grade level expectations in mathematics for all students.

Standards vs. Curriculum

While the Idaho Department of Education reviews curricular materials in mathematics as a service for school districts, no specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Mathematics. Local schools and districts make decisions about what resources will be used to teach the standards. Districts and schools can draw upon resources provided by the Department through the curricular materials review process to support their curricular review and selection process.

ORGANIZATION OF THE KINDERGARTEN TO GRADE EIGHT CONTENT STANDARDS

The kindergarten through grade eight content standards in this Framework are organized by **grade level**. Within each grade level, standards are grouped first by **domain**. Each domain is further subdivided into **clusters** of related standards.

- **Standards** define what students should understand and be able to do.
- **Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.
- **Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

The table below shows which domains are addressed at each grade level:

Progression of K–8 Domains

Domain	Grade Level								
	K	1	2	3	4	5	6	7	8
Counting and Cardinality	x								
Operations and Algebraic Thinking	x	x	x	x	x	x			
Number and Operations in Base Ten	x	x	x	x	x	x			
Number and Operations – Fractions				x	x	x			
The Number System							x	x	x
Ratios and Proportional Relationships							x	x	
Expressions and Equations							x	x	x
Functions									x
Measurement and Data	x	x	x	x	x	x			
Geometry	x	x	x	x	x	x	x	x	x
Statistics, Probability, & Data Science							x	x	x

Format for Each Grade Level

Each grade level is presented in the same format:

- An overview of that grade's domains and clusters.
- The grade-level Standards for Mathematical Practice.

- The content standards for that grade (presented by domain, cluster heading, and individual standard).

Standards Identifiers/Coding

Each standard has a unique identifier that consists of the grade level (K, 1, 2, 3, 4, 5, 6, 7, or 8), the domain code and the standard number, as shown in the example below.

Conceptual Category	Domain
Number and Operations in Base Ten – K.NBT	
Foundations of Place Value with Numbers 11 - 19	
Code	Standard
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each by using physical, visual, or symbolic representations. Example: Recording the decomposition of 18 may look like $18 = 10 + 8$. Clarification: Students should understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

The standard highlighted above is identified as K.NBT.1, identifying it as a Kindergarten (K.) standard in the Number and Operations in Base Ten domain (NBT.), and as the first standard in that cluster (1). All of the standards use this common coding system.

Throughout this document, clarification statements are *highlighted in pink* and *examples are highlighted in blue*.

STANDARDS WORK GROUP

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

Idaho K-12 Mathematics Standards Committee:

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KINDERGARTEN OVERVIEW

Counting and Cardinality – K.CC

Number Names and the Counting Sequence

Cardinality

Number Comparisons

Operations and Algebraic Thinking – K.OA

Patterns as a Foundation of Algebraic Thinking

Components of Addition and Subtraction

Number and Operations in Base Ten – K.NBT

Foundations of Place Value with Numbers 11-19

Measurement and Data – K.MD

Measurable Attributes

Classification of Objects

Time and Money

Geometry – K.G

Shape Identification

Shape Analysis and Composition

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Kindergarten Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Real-life experiences should be used to support students' ability to connect mathematics to the world. To help students connect the language of mathematics to everyday life, ask students questions such as "How many students are absent?" or have them gather enough blocks for the students at their table. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.

MP.2 Reason abstractly and quantitatively.

Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. For example, a student may write the numeral 11 to represent an amount of objects counted, select the correct number card 17 to follow 16 on a calendar, or build two piles of counters to compare the numbers 5 and 8. In addition, kindergarten students begin to draw pictures, manipulate objects, or use diagrams or charts to express quantitative ideas. Students need to be encouraged to answer questions such as "How do you know?", which reinforces their reasoning and understanding and helps students develop mathematical language.

MP.3 Construct viable arguments and critique the reasoning of others.

Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. They begin to develop the ability to reason and analyze situations as they consider questions such as "Are you sure that ____?", "Do you think that would happen all the time?", and "I wonder why ____?"

MP.4 Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting

out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. For example, a student may use cubes or tiles to show the different number pairs for five, or place three objects on a ten-frame and then determine how many more are needed to “make a ten.” Students rely on manipulatives (or other visual and concrete representations) while solving tasks and record an answer with a drawing or equation.

MP.5 Use appropriate tools strategically.

Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side, or later, make math drawings of the quantities. Students decide which tools may be helpful to use depending on the problem or task and explain why they use particular mathematical tools.

MP.6 Attend to precision.

Kindergarten students begin to develop precise communication skills, calculations, and measurements. Students describe their own actions, strategies, and reasoning using grade level appropriate vocabulary. Opportunities to work with pictorial representations and concrete objects can help students develop understanding and descriptive vocabulary. For example, students describe and compare two- and three-dimensional shapes and sort objects based on appearance. While measuring objects iteratively (repetitively), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions. Students should be encouraged to answer questions such as “How do you know your answer is reasonable?”

MP.7 Look for and make use of structure.

Younger students begin to discern a pattern or structure in the number system. For instance, students recognize that $3 + 2 = 5$ and $2 + 3 = 5$. Students use counting strategies, such as counting on, counting all, or taking away, to build fluency with facts to five. Students notice the written pattern in the “teen” numbers—that the numbers start with one (representing one ten) and end with the number of additional ones. Teachers might ask, “What do you notice when ___?”

MP.8 Look for and express regularity in repeated reasoning.

In the early grades, students notice repetitive actions in counting, computations, and mathematical tasks. For example, the next number in a counting sequence is one more when counting by ones and ten more when counting by tens (or one more group of ten). Students should be encouraged to answer questions such as “What would happen if ___?” and “There are eight crayons in the box. Some are red and some are blue. How many of each could

there be?" Kindergarten students realize eight crayons could include four of each color ($8 = 4 + 4$), five of one color and three of another ($8 = 5 + 3$), and so on. For each solution, students repeatedly engage in the process of finding two numbers to join together to equal eight.

Counting and Cardinality – K.CC

Number Names and the Counting Sequence

Code	Standard
K.CC.1	Orally count to 100 by ones and by tens.
K.CC.2	Starting at any given number, orally count forward within 100 and backward within 20.
K.CC.3	Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Cardinality

Code	Standard
K.CC.4	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.CC.5	Given a group of up to 20 objects, identify that the last number name said tells the number of objects counted regardless of their arrangement or the order in which they were counted. Clarification: Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration. Objects should include coins.
K.CC.6	Recognize the “one more” pattern of counting using objects.

Number Comparisons

Code	Standard
K.CC.7	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to ten objects. Clarification: The expectation is not to use the relational symbols =, > or <.
K.CC.8	Compare two numbers between one and ten presented as written numerals.

Operations and Algebraic Thinking – K.OA

Patterns as a Foundation of Algebraic Thinking

Code	Standard
K.OA.1	Recognize simple patterns <i>Clarification: Simple patterns (which are easy to spot and repeat in basic two-item sequences).</i>
K.OA.2	Independently create and duplicate simple patterns.
K.OA.3	Complete a simple pattern with missing elements.

Components of Addition and Subtraction

Code	Standard
K.OA.4	Represent addition and subtraction of two whole numbers within ten. <i>Clarification: Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</i>
K.OA.5	Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations. <i>Clarification: Students are not expected to independently read word problems.</i>
K.OA.6	Decompose whole numbers from one to ten into pairs in more than one way using physical, visual, and symbolic representations. <i>Example: Decomposing 5 may include $5 = 2 + 3$ and $5 = 4 + 1$.</i>
K.OA.7	Identify the number that makes ten when given a whole number from one to nine, by using physical, visual, and symbolic representations.
K.OA.8	Fluently add and subtract within five, including zero. <i>Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.</i>

Number and Operations in Base Ten – K.NBT

Foundations of Place Value with Numbers 11 - 19

Code	Standard
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each by using physical, visual, or symbolic representations. Example: Recording the decomposition of 18 may look like $18 = 10 + 8$. Clarification: Students should understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data – K.MD

Measurable Attributes

Code	Standard
K.MD.1	Identify that objects can have several measurable attributes, such as length, volume, or weight.
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. Example: Directly compare the heights of two children and describe one child as taller/shorter.

Classification of Objects

Code	Standard
K.MD.3	Classify objects into categories based on measurable attributes that they have in common with justification

Time and Money

Code	Standard
K.MD.4	Sort coins according to their value including pennies, nickels, and dimes.
K.MD.5	Identify the numeral 1-12 and their positions on an analog clock

Geometry – K.G

Shape Identification

Code	Standard
K.G.1	Name shapes regardless of their orientations or overall size. Clarification: <i>squares, circles, triangles, rectangles, rhombi, hexagons, cubes, cones, cylinders, and spheres.</i>
K.G.2	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Examples: - Concrete: <i>counting cubes, balls, etc.</i> - Abstract: <i>digital modeling or pictures</i> Clarification: <i>items can be represented through concrete and abstract models</i>

Shape Analysis and Composition

Code	Standard
K.G.3	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. Examples: - Number of sides and vertices/ “corners” - Having sides of equal length
K.G.4	Represent shapes in the world by using a variety of models. Clarification: <i>Models may include: sticks, clay balls, marshmallowspaghetti and/or drawings</i>
K.G.5	Compose shapes to form larger two-dimensional shapes. Example: <i>Can you join these two triangles with full sides touching to make a rectangle?</i>

FIRST GRADE OVERVIEW

Operations and Algebraic Thinking – 1.OA

Patterns as a Foundation of Algebraic Thinking
Problem Solving with Addition and Subtraction
Properties of Operations and the Relationship
between Addition and Subtraction
Addition and Subtraction within 20
Addition and Subtraction with Equations

Number and Operations in Base Ten – 1.NBT

Counting Sequences
Foundations for Place Value with Two-Digit
Numbers
Components of Addition and Subtraction with
Place Value

Measurement and Data – 1.MD

Measurements and Estimates with Standard and
Non-Standard Units
Data Science
Time and Money

Geometry – 1.G

Shape Attributes

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

First Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They are willing to try other approaches.

MP.2 Reason abstractly and quantitatively.

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. In first grade students make sense of quantities and relationships while solving tasks. They represent situations by decontextualizing tasks into numbers and symbols. For example, “There are 60 children on the playground and some children go line up. If there are 20 children still playing, how many children lined up?” Students translate the situation into the equation: $60 - 20 = \square$ and then solve the task. Students also contextualize situations during the problem-solving process. For example, students refer to the context of the task to determine that they need to subtract 20 from 60 because the total number of children on the playground is 20 less than the original number of children playing. Students might also reason about ways to partition two-dimensional geometric figures into halves and fourths.

MP.3 Construct viable arguments and critique the reasoning of others.

First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving prompts like “How did you get that?”, “Explain your thinking.”, and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask questions. For example, “There are 15 books on the shelf. If you take some books off the shelf and there are now 7 left, how many books did you take off the shelf?” Students might use a variety of strategies to solve the task and then share and discuss their problem-solving strategies with their classmates.

MP.4 Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. First grade students model real-life mathematical situations with a number sentence or an equation and check to make sure the equations accurately match the problem context. Students use concrete models and pictorial representations while solving tasks and also write an equation to model problem situations. For example, to solve the problem “There are 11 bananas on the counter. If you eat 4 bananas, how many are left?” students could write the equation $11 - 4 = 7$. Students also create a story context for an equation such as $13 - 7 = 6$.

MP.5 Use appropriate tools strategically.

In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders might decide it would be best to use colored chips to model an addition problem. In first grade students use tools such as counters, place value (base ten) blocks, hundreds number boards, number lines, concrete geometric shapes (e.g., pattern blocks, three-dimensional solids), and virtual representations to support conceptual understanding and mathematical thinking. Students determine which tools are the most appropriate to use. For example, when solving $12 + 8 = \square$, students explain why place value blocks are more appropriate than counters.

MP.6 Attend to precision.

As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. In grade one, students use precise communication, calculation, and measurement skills. Students are able to describe their solution strategies to mathematical tasks using grade-level appropriate vocabulary, precise explanations, and mathematical reasoning. When students measure objects iteratively (repetitively), they check to make sure there are no gaps or overlaps. Students regularly check their work to ensure the accuracy and reasonableness of solutions.

MP.7 Look for and make use of structure.

First graders begin to discern a pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$. While solving addition problems, students begin to recognize the commutative property; for example, $7 + 4 = 11$, and $4 + 7 = 11$. While decomposing two-digit numbers, students realize that any

two-digit number can be broken up into tens and ones, e.g., $35 = 30 + 5$, $76 = 70 + 6$. Grade one students make use of structure when they work with subtraction as a missing addend problem; for example, $13 - 7 = \square$ can be written as $7 + \square = 13$, and can be thought of as “How much more do I need to add to 7 to get to 13?”

MP.8 Look for and express regularity in repeated reasoning.

First grade students begin to look for regularity in problem structures when solving mathematical tasks. For example, students add three one-digit numbers by using strategies such as “make a ten” or doubles. Students recognize when and how to use strategies to solve similar problems. For example, when evaluating $8 + 7 + 2$, a student may say, “I know that eight and two equals ten, then I add seven to get to 17. It helps if I can make a ten out of two numbers when I start.” Students use repeated reasoning while solving a task with multiple correct answers. For example, students might solve the problem “There are 12 crayons in the box. Some are red and some are blue. How many of each could there be?” Students use repeated reasoning to find pairs of numbers that add up to 12 (e.g., the 12 crayons could include six of each color ($6 + 6 = 12$), or seven of one color and five of another ($7 + 5 = 12$)).

Operations and Algebraic Thinking – 1.OA

Patterns as a Foundation of Algebraic Thinking

Code	Standard
1.OA.1	Recognize and extend simple and complex patterns <i>Clarification: Simple patterns (which are easy to spot and repeat in basic two-item sequences) and complex patterns (which involve multiple elements, changing attributes, or growing sequences).</i>
1.OA.2	Independently complete complex patterns with multiple missing elements

Problem Solving with Addition and Subtraction

***Clarification:** Students are not expected to independently read word problems.*

Code	Standard
1.OA.3	Solve addition and subtraction word problems within 20 involving multiple situations. <i>Clarification: Situations should include adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.</i>
1.OA.4	Solve addition word problems that include three whole numbers whose sum is less than or equal to 20 using physical, visual, and symbolic representations.

Properties of Operations and the Relationship between Addition and Subtraction

Code	Standard
1.OA.5	Solve problems using the 4 properties of addition. <i>Examples:</i> - If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) - To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) $3 + 0 = 3$ Any number added to zero is the number itself. (Identity Property) - The equation $12 - 7 = ?$ can be restated as $7 + ? = 12$ to determine the difference is 5. (Inverse Property) <i>Clarification: Students need not use formal terms for these properties.</i>

Code	Standard
1.OA.6	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

Addition and Subtraction within 20

Code	Standard
1.OA.7	Demonstrate the relationship between counting with the operations of addition and subtraction. <i>Example: When students count on 3 from 4, they should write this as $4 + 3 = 7$. When students count on for subtraction, 3 from 7, they should connect this to $7 - 3 = 4$. Students write "$7 - 3 = ?$" and think "I count on $3 + ? = 7$."</i>
1.OA.8	Efficiently recall addition and subtraction facts within ten.
1.OA.9	Use strategies fluently to add and subtract within 20. <i>Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility. Students may use mental strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</i>

Addition and Subtraction with Equations

Code	Standard
1.OA.10	Explain the meaning of the equal sign to represent an equivalent relationship between two quantities. <i>Example: Which of the following equations are true and which are false? Explain why $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$</i>
1.OA.11	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position. <i>Example: Determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i>
1.OA.12	Solve addition and subtraction real-world problems using objects, drawings, or equations to represent the problem.

Number and Operations in Base Ten – 1.NBT

Counting Sequences

Code	Standard
1.NBT.1	Starting at a given number, count forward and backwards within 120 by ones. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.2	Skip count by twos to 20, by fives to 100, and by tens to 120.

Foundations of Place Value with Two-Digit Numbers

Code	Standard
1.NBT.3	Explain that the two digits of a two-digit number represent amounts of tens and ones. Clarification: 10 can be thought of as a bundle of ten ones — called a “ten.” - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).
1.NBT.4	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Components of Addition and Subtraction with Place Value

Code	Standard
1.NBT.5	Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationship between addition and subtraction. Examples: - Add a two-digit number and a one-digit number. - Add a two-digit number and a multiple of ten. - Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones, and sometimes it is necessary to compose a ten.
1.NBT.6	Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used.

Code	Standard
1.NBT.7	Subtract multiples of ten in the range 10 – 90 from multiples of ten in the range 10 – 90 by using physical, visual, and symbolic representations. Example: $70 - 40$ can be thought of as 7 tens take away 4 tens, or can be rewritten as a missing addend problem: $40 + ? = 70$. Clarification: Place an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.

Measurement and Data – 1.MD

Measurements and Estimates with Standard and Non-standard Units

Code	Standard
1.MD.1	Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Clarification: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inch-tiles or centimeter tiles.
1.MD.2	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.
1.MD.3	Compare and order the length of up to three objects using direct and indirect comparison.
1.MD.4	Explore measurement tools and methods to describe the observable properties of an object.

Data Science

Code	Standard
1.MD.5	6. Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions.

Time and Money

Code	Standard
1.MD.6	Tell and write time in hours and half-hours using analog and digital clocks.

Code	Standard
1.MD.7	Identify quarters, dimes, and nickels and relate their values to pennies as the unit while using the cent symbol.
1.MD.8	Represent equivalent coin values. Clarification: Value should not exceed one dollar.

Geometry – 1.G

Shape Attributes

Code	Standard
1.G.1	Identify and compare defining attributes and non-defining attributes of two- and three-dimensional shapes;
1.G.2	Build and draw shapes using defining attributes. Clarification: The defining attributes of triangles are closed and three-sided versus non-defining attributes of color, orientation, and overall size.
1.G.3	Compose and decompose two-dimensional or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. Examples: 1. Two-dimensional shapes: (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) 2. Three-dimensional shapes: (cubes, right rectangular prisms, right circular cones, and right circular cylinders) Clarification: Students do not need to learn formal names such as “right rectangular prism.”
1.G.4	Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partitioning into more equal shares creates smaller shares, and use fraction language to describe the shares. Examples: “halves,” “fourths,” “quarters,” and use of the phrases “half of,” “a fourth of,” and “a quarter of,” and “whole.”

SECOND GRADE OVERVIEW

Operations and Algebraic Thinking – 2.OA

Patterns as a Foundation of Algebraic Thinking
Problem Solving with Addition and Subtraction
Addition and Subtraction within 20
Foundations of Multiplication

Number and Operations in Base Ten – 2.NBT

Place Value
Addition and Subtraction with Place value

Measurement and Data – 2.MD

Measurements and Estimates with Standard
Units
Measurements with Addition and Subtraction
Data Science
Time and Money

Geometry – 2.G

Shape Attributes

Standards for

Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Second Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach. An example for this might be giving a student an equation and having him/her write a story to match.

MP.2 Reason abstractly and quantitatively.

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and relate addition and subtraction to length. In second grade students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task “There are 25 children in the cafeteria, and they are joined by 17 more children. How many students are in the cafeteria?” Students translate the situation into an equation, such as: $25 + 17 = \square$ and then solve the problem. Students also contextualize situations during the problem-solving process. For example, while solving the task above, students might refer to the context of the task to determine that they need to subtract 19 if 19 children leave.

MP.3 Construct viable arguments and critique the reasoning of others.

Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving prompts like “How did you get that?”, “Explain your thinking.”, and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask appropriate questions. Students critique the strategies and reasoning of their classmates. For example, to solve $74 - 18$, students may use a variety of strategies, and after working on the task, they might discuss and critique each others’ reasoning and strategies, citing similarities and differences between various problem-solving approaches.

MP.4 Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. In grade two students model real-life mathematical situations with a number sentence or an equation and check to make sure that their equation accurately matches the problem context. They use concrete manipulatives and pictorial representations to explain the equation. They create an appropriate problem situation from an equation. For example, students create a story problem for the equation $43 + 17 = \square$, such as "There were 43 gumballs in the machine. Tom poured in 17 more gumballs. How many gumballs are now in the machine?"

MP.5 Use appropriate tools strategically.

In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation. Students may use tools such as snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, virtual manipulatives, and concrete geometric shapes (e.g., pattern blocks, three-dimensional solids). Students understand which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.

MP.6 Attend to precision.

As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. Second grade students communicate clearly, using grade-level appropriate vocabulary accurately and precise explanations and reasoning to explain their process and solutions. For example, while measuring an object, students carefully line up the tool correctly to get an accurate measurement. During tasks involving number sense, students consider if their answer is reasonable and check their work to ensure the accuracy of solutions.

MP.7 Look for and make use of structure.

Second grade students look for patterns and structures in the number system. For example, students notice number patterns within the tens place as they connect skip counting by tens to corresponding numbers on a 100s chart. Students see structure in the base-ten number system as they understand that ten ones equal a ten, and ten tens equal a hundred. Students adopt mental math strategies based on patterns (making ten, fact families, doubles).

They use structure to understand subtraction as missing addend problems (e.g., $50 - 33 = \square$ can be written as $33 + \square = 50$, and can be thought of as “How much more do I need to add to 33 to get to 50?”)

MP.8 Look for and express regularity in repeated reasoning.

Second grade students notice repetitive actions in counting and computation (e.g., number patterns to skip count). When children have multiple opportunities to add and subtract, they look for shortcuts, such as using estimation strategies and then adjust the answer to compensate. Students continually check for the reasonableness of their solutions during and after completing a task by asking themselves, “Does this make sense?”

Operations and Algebraic Thinking – 2.OA

Patterns as a Foundation of Algebraic Thinking

Code	Standard
2.OA.1	Identify the rule of a pattern by naming the smallest unit that repeats. <i>Clarification: The same pattern structure can be found in many different forms.</i>
2.OA.2	Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.
2.OA.3	Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

Problem Solving with Addition and Subtraction

Code	Standard
2.OA.4	Use addition and subtraction within 100 to solve one- and two-step word problems. <i>Clarification: Should involve situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.</i>

Addition and Subtraction within 20

Code	Standard
2.OA.5	Demonstrate fluency for addition and subtraction within 20 using mental strategies. Efficiently recall basic facts to add and subtract within 20. <i>Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.</i> <i>Students may use mental strategies such as counting on, making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</i>

Foundations of Multiplication

Code	Standard
2.OA.6	Determine whether a group of objects (up to 20) has an odd or even number by pairing objects or counting them by 2's; record using drawings and equations including expressing an even number as a sum of two equal addends. <i>Clarification: Students may pair objects or count them by twos.</i>

Code	Standard
2.OA.7	Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. Example: The total number of objects arranged in a 2×5 rectangular array can be found by adding $2 + 2 + 2 + 2 + 2$.

Number and Operations in Base Ten – 2.NBT

Place Value

Code	Standard
2.NBT.1	Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Example: The number 241 can be expressed as 2 <i>hundreds</i> + 4 <i>tens</i> + 1 <i>one</i> or as 24 <i>tens</i> + 1 <i>one</i> or as 241 <i>ones</i> Clarification: 100 can be thought of as a bundle of ten tens—called a “hundred.” - The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.2	Count within 1,000; skip-count by twos, fives, tens, and 100s. Identify patterns in skip counting starting at any number.
2.NBT.3	Read and write numbers from 0 to 1,000 using standard form, expanded form, and word form. Example: The number two-hundred forty-one written in standard form is 241 and in expanded form is $200 + 40 + 1$.
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Addition and Subtraction with Place Value

Code	Standard
2.NBT.5	Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.7	Add and subtract whole numbers within 1,000, by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction. Example: Students may use equations to represent their strategies based on place value such as: $324 + 515 = (300 + 500) + (20 + 10) + (4 + 5) = 839$. Clarification: 1. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones. 2. Understand that sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.8	Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number.
2.NBT.9	Explain why addition and subtraction strategies work by using place value and the properties of operations. Clarification: Explanations may be supported by drawings or objects. Engage students in discussions about why some strategies are more efficient than others in certain contexts.

Measurement and Data – 2.MD

Measurements and Estimates with Standard Units

Code	Standard
2.MD.1	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Clarification: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.2	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.3	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.MD.4	Explore and use the appropriate tools and units of measurement, both customary and metric, to measure weight, mass, liquid volume, and capacity.

Measurements with Addition and Subtraction

Code	Standard
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. Clarification: Students may use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.6	Represent whole numbers as lengths from zero on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Data Science

Code	Standard
2.MD.7	Collect, organize and record data that can naturally answer questions on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.
2.MD.8	Collect, organize and record a data set with up to four categories by drawing a picture graph and a bar graph (with single-unit scale). Solve simple put-together, take-apart, and compare problems using information presented in the graph.
2.MD.9	Evaluate and Interpret data collected by others.

Time and Money

Code	Standard
2.MD.10	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Clarification: Students should use “quarter of an hour,” “quarter after,” “quarter till,” “half of an hour”, and “half past”.
2.MD.11	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10), using \$ and ¢ symbols appropriately and whole-dollar amounts. Example: A sample question could be, “If you have 2 dimes and 3 pennies, how many cents do you have? If you have \$3 and 4 quarters, how many dollars or cents do you have?”

Geometry – 2.G**Shape Attributes**

Code	Standard
2.G.1	Recognize and draw 2D shapes having specified attributes, such as a given number of angles and sides. Identify triangles, squares, rectangles, rhombi, trapezoids, pentagons, hexagons, and octagons.
2.G.2	Recognize and draw 3D shapes having specific attributes, such as vertices and faces. Identify cubes, spheres, pyramids, rectangular prisms, right circular cones, and right circular cylinders based on their attributes. Clarification: Grade level expectation is that rectangles would be no larger than 5 rows and 5 columns.
2.G.3	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. Clarification: Grade level expectation is that rectangles would be no larger than 5 rows and 5 columns.

Code	Standard
2.G.4	Partition circles and rectangles into two, three, or four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Clarification: 1. Describe the shares using the words “halves,” “thirds,” “fourths,” and “quarter,” and use the phrases “half of,” “a third of,” “a fourth of,” and “quarter of.” 2. Describe the whole as two of, three of, or four of the shares. 3. Recognize that equal shares of identical wholes need not have the same shape.

THIRD GRADE OVERVIEW

Operations and Algebraic Thinking – 3.OA

Multiplication and Division

Properties of Multiplication and the

Relationship between Multiplication and

Division

Multiplication within 100

Four operations and Patterns in Arithmetic

Number and Operations in Base Ten – 3.NBT

Place value Understanding and Properties of

Operations in Multi-Digit Arithmetic

Number and Operations – Fractions – 3.NF

Fractions as Numbers

Measurement and Data – 3.MD

Problems Involving Measurement

Data Science

Geometric measurement: Area

Geometric measurement: Perimeter

Geometry – 3.G

Attributes of Shapes

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Third Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In third grade, mathematically proficient students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Students may use concrete objects, pictures, or drawings to help them conceptualize and solve problems, such as “Jim purchased five packages of muffins. Each package contained three muffins. How many muffins did Jim purchase?” or “Describe another situation where there would be five groups of three or 5×3 .” Students may check their thinking by asking themselves, “Does this make sense?” Students listen to other students’ strategies and are able to make connections between various methods for a given problem.

MP.2 Reason abstractly and quantitatively.

Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. For example: students apply their understanding of the meaning of the equal sign as “the same as” to interpret an equation with an unknown. When given $4 \times \square = 40$, they might think:

- 4 groups of some number is the same as 40
- 4 times some number is the same as 40
- I know that 4 groups of 10 is 40 so the unknown number is 10
- The missing factor is 10 because 4 times 10 equals 40.

Teachers might ask, “How do you know?” or “What is the relationship between the quantities?” to reinforce students’ reasoning and understanding.

MP.3 Construct viable arguments and critique the reasoning of others.

Students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions that the teacher facilitates by asking questions such as “How did you get that?” and “Why is that true?” Students explain their thinking to others and respond to others’ thinking. For example, after investigating patterns on the addition or multiplication table, students might explain why the pattern makes sense.

MP.4 Model with mathematics.

Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart; list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students use various contexts and a variety of models (e.g., circles, squares, rectangles, fraction bars, and number lines) to represent and develop understanding of fractions. Students use models to represent both equations and story problems and can explain their thinking. They evaluate their results in the context of the situation and reflect on whether the results make sense. Students should be encouraged to answer questions such as “What math drawing or diagram could you make and label to represent the problem?” or “What are some ways to represent the quantities?”

MP.5 Use appropriate tools strategically.

Third graders consider the available tools (including drawings and estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table and determine whether they have all the possible rectangles. Students should be encouraged to answer questions such as “Why was it helpful to use ____?”

MP.6 Attend to precision.

As third graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

MP.7 Look for and make use of structure.

Students look closely to discover a pattern or structure. For instance, students use properties of operations (e.g., the commutative and distributive properties) as strategies to multiply and divide. Teachers might ask, “What do you notice when ____?” or “How do you know if something is a pattern?”

MP.8 Look for and express regularity in repeated reasoning.

Students in third grade should notice repetitive actions in computation and look for more shortcut methods. For example, students use the distributive property as a strategy for using products they know to solve products that they do not know. For example, if students are asked to find the product of 7×8 , they might decompose 7 into 5 and 2 and then multiply 5×8 and 2×8 to arrive at $40 + 16$ or 56. In addition, third graders continually evaluate their

work by asking themselves, “Does this make sense?” Students should be encouraged to answer questions such as “What is happening in this situation?” or “What predictions or generalizations can this pattern support?”

Operations and Algebraic Thinking – 3.OA

Multiplication and Division

Code	Standard
3.OA.1	Explain a product of whole numbers as the total found by multiplying equal groups, e.g., 5×7 as five groups of seven objects each.
3.OA.2	Explain a quotient of whole numbers as the result of equal sharing, e.g., $56 \div 8$ as the number in each group when 56 objects are split into 8 equal groups, or as the number of groups when 56 objects are split into equal groups of 8 objects each.
3.OA.3	Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurements by using visual and symbolic representations.
3.OA.4	Determine the unknown whole number in a multiplication or division equation involving three whole numbers. <i>Example: Determine the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.</i>

Properties of Multiplication and the Relationship between Multiplication and Division

Code	Standard
3.OA.5	Apply the identity, commutative, associative, and distributive properties of operations to multiply. <i>Clarification: Students need not use formal terms for these properties.</i>
3.OA.6	Use the relationship between multiplication and division to identify the unknown factor in a division problem. <i>Clarification: Teachers should engage students in discussions about why some strategies are more efficient than others in certain contexts.</i>

Multiplication within 100

Code	Standard
3.OA.7	Fluently multiply within 100, using strategies such as properties of operations. Efficiently recall all products of two, one-digit numbers. <i>Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.</i>

Four Operations and Patterns in Arithmetic

Code	Standard
3.OA.8	Solve two-step word problems involving whole numbers using the four operations. a. Represent these problems using equations with a letter standing for the unknown quantity. b. Determine the reasonableness of answers using mental computation and estimation strategies.
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. <i>Example: Arithmetic patterns are patterns that change by the same rate, such as adding the same number; the series 2, 4, 6, 8, 10 is an arithmetic pattern that increases by 2 between each term.</i>

Number and Operations in Base Ten – 3.NBT**Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic**

Code	Standard
3.NBT.1	Round a whole number (within 1,000) to the tens or hundreds place, using place value understanding or a visual representation.
3.NBT.2	Fluently add and subtract whole numbers within 1,000 using strategies based on place value and properties of operations. <i>Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.</i>
3.NBT.3	Multiply one-digit whole numbers by multiples of ten in the range 10– 90 using understanding of place value and properties of operations.

Number and Operations – Fractions – 3.NF**Fractions as Numbers**

Code	Standard
3.NF.1	Identify a unit fraction as one part of a whole that is partitioned into equal parts. <i>Example: $\frac{1}{4}$ is one part of a whole partitioned into four equal parts.</i>
3.NF.2	Identify $\frac{a}{b}$ as the quantity formed by a parts of a unit fraction, $\frac{1}{b}$.
3.NF.3	Define the denominator of a fraction as the number of equal parts into which the whole is partitioned.
3.NF.4	Define the numerator of a fraction as the number of selected equal parts that are being counted or considered.

Code	Standard
3.NF.5	Represent and determine placement of fractions on a number line. - Partition the distance between 0 and 1 into equal pieces and use those pieces to locate and label fractions. - Find any fraction between 0 and 1 on a number line by counting equal sized pieces from 0.
3.NF.6	Explain equivalence of fractions and compare fractions by reasoning about their size, (denominators: 2, 3, 4, 6, & 8). - Use number lines or area models to explain why two fractions are equivalent and how they represent the same quantity Identify and generate equivalent fractions, and explain why the fractions are equivalent, such as by using a visual fraction model. Example: $\frac{1}{2} = \frac{2}{4}; \frac{4}{6} = \frac{2}{3}$ - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Example: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record the results of the comparisons with the symbols $>$, $=$, and $<$, and justify the conclusion using visual representations or verbal reasoning.

Measurement and Data – 3.MD

Problems Involving Measurement

Code	Standard
3.MD.1	Tell and write time to the nearest minute within the same hour and measure time intervals in minutes.
3.MD.2	Measure liquid volumes and masses of objects using both standard and metric units.
3.MD.3	Solve one-step word problems using the four operations involving masses or volumes in the same units.

Data Science

Code	Standard
3.MD.4	Represent a data set with several categories using a scaled bar graph.
3.MD.5	Analyze data presented in a scaled bar graph to solve one and two step word problems.

Code	Standard
3.MD. 6	Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units—whole numbers, halves, or fourths.

Geometric Measurement: Area

Code	Standard
3.MD.7	Measure areas by counting unit squares that cover a shape completely with no gaps or overlaps (square cm, square m, square in, square ft, and nonstandard units). <i>Clarification: A square with side length one unit, called “a unit square” is said to have “one square unit” of area, and can be used to measure area.</i>
3.MD.8	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
3.MD.9	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
3.MD.10.	Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems. <i>Example: A pool is comprised of two non-overlapping rectangles in the shape of an “L.” The area for a cover of a pool can be found by adding the areas of the two non-overlapping rectangles.</i>

Geometric Measurement: Perimeter

Code	Standard
3.MD.11	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry – 3.G**Attributes of Shapes**

Code	Standard
3.G.1	Identify attributes of shapes such as, parallel and perpendicular lines; right, acute, and obtuse angles. Categorize quadrilaterals (rhombi, squares, rectangles, trapezoids) based on their attributes.

Code	Standard
3.G.2	Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole. Example: Draw lines to separate a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

FOURTH GRADE OVERVIEW

Operations and Algebraic Thinking— 4.OA

Problem Solving with Four Operations: Whole Numbers
Factors and Multiples
Patterns

Number and Operations in Base Ten – 4.NBT

Place Value Understanding for Numbers up to 1,000,000
Place Value Understanding and Properties of Operations for Arithmetic

Number and Operations – Fractions – 4.NF

Fraction Equivalence and Ordering.
Fractions Operations
Decimal Notation for Fractions and Comparison of Decimal Fractions

Measurement and Data – 4.MD

Problem Solving with Measurement and Conversions
Data Science
Geometric measurement: Concepts of Angles

Geometry – 4.G

Lines, Angles, and Classification of Shapes

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Fourth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers. Students might use an equation strategy to solve the word problem. For example, students could solve the problem “Chris bought clothes for school. She bought three shirts for \$12 each and a skirt for \$15. How much money did Chris spend on her new school clothes?” with the equation $3 \times \$12 + \$15 = a$.

MP.2 Reason abstractly and quantitatively.

Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts. Students might use base models or drawings to demonstrate 154×6 , as 154 added six times, and develop an understanding of the distributive property. For example: 154×6

$$\begin{aligned} &= (100 + 50 + 4) \times 6 \\ &= (100 \times 6) + (50 \times 6) + (4 \times 6) \\ &= 600 + 300 + 24 = 924 \end{aligned}$$

MP.3 Construct viable arguments and critique the reasoning of others.

In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving prompts like “How did you get that?”, “Explain your thinking.”, and “Why is that true?” They not only explain their own thinking, but listen to

others' explanations. Students explain and defend their answers and solution strategies as they answer questions that require an explanation. For example, "Vincent cuts two meters of string into four-centimeter pieces for a craft. How many pieces of string does Vincent have? Explain your reasoning." Students ask appropriate questions, and they decide if explanations make sense. Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations.

MP.4 Model with mathematics.

Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students may use money (i.e., dollars and coins) or base ten blocks to solve the following problem: Elsie buys a drink for \$1.39 and a granola bar for \$0.89. How much change will she receive if she pays with a \$5 bill?

MP.5 Use appropriate tools strategically.

Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They use other measurement tools to understand the relative size of units within a given system and express measurements given in larger units in terms of smaller units.

MP.6 Attend to precision.

As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

MP.7 Look for and make use of structure.

In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as arrays and area models to the multiplication principle of counting. They generate number or shape patterns that follow a given rule using two-column tables.

MP.8 Look for and express regularity in repeated reasoning.

Students in fourth grade should notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.

Operations and Algebraic Thinking– 4.OA

Problem Solving with Four Operations: Whole Numbers

Code	Standard
4.OA.1	Explain a multiplication equation as comparing quantities, e.g., $35 = 5 \times 7$, as 35 is 5 times as many as 7. Write equations for verbal multiplicative comparisons.
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison. Example: <i>If the cost of a red hat is three times more than a blue hat that costs \$5, then a red hat costs \$15.</i> Clarification: <i>Students may use drawings and equations with a symbol for the unknown number to represent the problem.</i> <i>Distinguish between multiplicative comparison and additive comparison.</i>
4.OA.3	Solve multi-step whole-number word problems using the four operations, including problems in which remainders must be interpreted. - Represent these problems using equations with a letter standing for the unknown quantity. - Use mental computation and estimation strategies to assess the reasonableness of answers.

Factors and Multiples

Code	Standard
4.OA.4	Find all factor pairs for a whole number in the range 1–100. - Find multiples of one-digit whole numbers. - Determine whether a given whole number in the range 1–100 is prime or composite

Patterns

Code	Standard
4.OA.5	Generate a number or shape pattern that follows a given rule. Describe other observable patterns that are not part of the given rule. Example: <i>Given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>

Number and Operations in Base Ten – 4.NBT

Place Value Understanding for Numbers up to 1,000,000

Code	Standard
4.NBT.1	Recognize that in a multi-digit whole number, a digit in any place represents ten times as much as it represents in the place to its right.
4.NBT.2	Read and write multi-digit whole numbers using standard form, expanded form, and word form. Compare two multi-digit numbers based on the value of the digits and each place, recording the results of comparisons with the symbols $>$, $=$, and $<$. Example: The number two hundred seventy-five thousand eight hundred two written in standard form is 275,802, and in expanded form is $200,000 + 70,000 + 5,000 + 800 + 2$ or $(2 \times 100,000) + (7 \times 10,000) + (5 \times 1,000) + (8 \times 100) + (2 \times 1)$.
4.NBT.3	Use place value understanding or visual representation to round multi-digit whole numbers to any place.

Place Value Understanding and Properties of Operations for Arithmetic

Code	Standard
4.NBT.4	Fluently use the standard algorithm for multi-digit whole-number addition and subtraction within 1,000,000. Example: What is the difference between 634 and 328 using the standard algorithm? $\begin{array}{r} 6^2 3^1 4 \\ - 3^2 2^1 8 \\ \hline 3^2 0^1 6 \end{array}$ Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. - Use strategies based on place value or the properties of operations. - Model and explain the calculation by using equations, rectangular arrays, or area models.

Code	Standard
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. - Use strategies based on place value, the properties of operations, or the relationship between multiplication and division. - Model and explain the calculation by using rectangular arrays, area models, or equations. <i>Clarification for 4.NBT.B.5 and 4.NBT.B.6: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.</i>

Number and Operations – Fractions – 4.NF

Fraction Equivalence and Ordering

Code	Standard
4.NF.1	Use visual models and reasoning to explain why a fraction $\frac{a}{b}$ is equivalent to another fraction when both the numerator and denominator are multiplied by one expressed as $\frac{n}{n}$; use this principle to recognize and generate equivalent fractions, including fractions greater than 1.
4.NF.2	Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. - Recognize that comparisons are valid only when the two fractions refer to the same whole. - Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, by using a visual fraction model or verbal reasoning.

Fractions Operations

Code	Standard
4.NF.3	Define a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.

Code	Standard
4.NF.4	Add and subtract fractions by joining and separating parts referring to the same whole. a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify the conclusions by using a visual fraction model or verbal reasoning. Example: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ b. Add and subtract mixed numbers with like denominators. E.g. replacing the mixed number with an equivalent fraction, using properties of operations, or the relationship between addition and subtraction. c. Solve word problems involving addition and subtraction of fractions, including mixed numbers, with the same denominator. Justify the conclusions using a visual fraction model or verbal reasoning.
4.NF.5	Identify fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. Example: Use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times \frac{1}{4}$, recording the conclusion by the equation $\frac{5}{4} = 5 \times \frac{1}{4}$.
4.NF.6	Identify a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. Example: Use a visual fraction model to express $3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$, recognizing this product as $\frac{6}{5}$. In general, $n \times \frac{a}{b} = \frac{n \times a}{b}$.
4.NF.7	Solve word problems involving multiplication of a fraction by a whole number e.g., by using visual fraction models or equations to represent the problem. Example: If each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Decimal Notation for Fractions and Comparison of Decimal Fractions

Code	Standard
4.NF.8	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. Clarification: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general, but addition and subtraction with unlike denominators is not a requirement at this grade.
4.NF.9	Use decimal notation to represent fractions with denominators 10 or 100. Example: Rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
4.NF.10	Compare two decimals to hundredths. - Recognize that comparisons are valid only when the two decimals refer to the same whole. - Record the results of the comparisons with the symbols $>$, $=$, and $<$, and justify the conclusions using visual representations or verbal reasoning. Clarification: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.

Measurement and Data – 4.MD

Problem Solving with Measurement and Conversions

Code	Standard
4.MD.1	Name relative sizes of measurement units within any one system of units. - Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. - Record measurement equivalents in a two-column table. Example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

Code	Standard
4.MD.2	Use the four operations to solve word problems involving whole-number measurements within a single system of measurement. - Include problems that require expressing measurements given in a larger unit in terms of a smaller unit. - Represent measurement quantities using diagrams such as a number line that feature a measurement scale. Clarification: Measurement may include, but is not limited to, length, area, liquid volume, and mass.
4.MD.3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. Example: Find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. Clarification: Students should express their answers in linear (perimeter) and square (area) units. Students are not expected to use the 1 cm^2 notation.

Data Science

Code	Standard
4.MD.4	Make a line plot (dot plot) to show a set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots). Example: From a line plot (dot plot), find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Geometric Measurement: Concepts of Angles

Code	Standard
4.MD.5	Identify angles as geometric shapes formed wherever two rays share a common endpoint.
4.MD.6	Define a degree as $\frac{1}{360}$ of a circle. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.7	Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. - Use an equation with a symbol for the unknown angle measure. - Compose and decompose angles to show that the measure of a whole angle is equal to the sum of the measures of its non-overlapping parts.

Geometry – 4.G

Lines, Angles ,and Classification of Shapes

Code	Standard
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures
4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Categorize triangles as right triangles or triangles without a right angle.
4.G.3	Identify line-symmetric figures and draw lines of symmetry.

FIFTH GRADE OVERVIEW

Operations and Algebraic Thinking – 5.OA

Numerical Expressions

Patterns and Relationships

Number and Operations in Base Ten – 5.NBT

The Place Value System

Operations with Multi-Digit Whole Numbers and
with Decimals to Hundredths

Number and Operations – Fractions – 5.NF

Equivalent Fractions as a Strategy to Add and

Subtract Fractions

Multiplication and Division of Fractions

Measurement and Data – 5.MD

Conversion of Measurement Units within a Given

Measurement System

Data Science

Geometric Measurement: Volume

Geometry – 5.G

The Coordinate Plane

Properties of Two-Dimensional Figures

Standards for

Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Fifth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. For example, Sonia had $2\frac{1}{3}$ candy bars. She promised her brother that she would give him $\frac{1}{2}$ of a candy bar. How much will she have left after she gives her brother the amount she promised? They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”.

MP.2 Reason abstractly and quantitatively.

Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts. For example, students use abstract and quantitative thinking to recognize that $0.5 \times (300 \div 15)$ is $\frac{1}{2}$ of $(300 \div 15)$ without calculating the quotient.

MP.3 Construct viable arguments and critique the reasoning of others.

In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking. Students use various strategies to solve problems and they defend and justify their work with others. For example, two afterschool clubs are having pizza parties. The teacher will order 3 pizzas for every 5 students in the math club, and 5 pizzas for every 8 students in the student council. If a student is in both groups, decide which party they should attend. How

much pizza will each student get at each party? If a student wants to have the most pizza, which party should they attend?

MP.4 Model with mathematics.

Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

MP.5 Use appropriate tools strategically.

Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real-world data.

MP.6 Attend to precision.

Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism, they record their answers in cubic units.

MP.7 Look for and make use of structure.

In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply, and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

MP.8 Look for and express regularity in repeated reasoning.

Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

Operations and Algebraic Thinking – 5.OA

Numerical Expressions

Code	Standard
5.OA.1	Write and evaluate numerical expressions with parentheses using the four operations with whole numbers. <i>Example: $4 + (3 \times 2)$ in word form is four plus the quantity 3 times 2.</i>

Patterns and Relationships

Code	Standard
5.OA.2	Generate two numerical patterns using two given rules. a. Identify relationships between corresponding terms. b. Form ordered pairs consisting of corresponding terms from the two patterns. c. Graph the ordered pairs on a coordinate plane. <i>Example: Given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences. Observe that the terms in one sequence are twice the corresponding terms in the other sequence and explain why this is so.</i>

Number and Operations in Base Ten – 5.NBT

The Place Value System

Code	Standard
5.NBT.1	Explain that in a multi-digit number, including decimals, a digit in any place represents ten times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left. <i>Example: In the number 55.55, each digit is 5, but the value of the digits is different because of the placement. The five in the ones place is ten times the value of the five in the tenths place. The five in the tenths place is $\frac{1}{10}$ the value of the five in the ones place.</i>
5.NBT.2	Use whole number exponents to denote powers of 10 and explain the patterns in placement of digits that occur when multiplying and dividing whole numbers and decimals by powers of 10 <i>Example: 10^2, which is $10 \times 10 = 100$, and 10^3, which is $10 \times 10 \times 10 = 1,000$</i>

Code	Standard
5.NBT.3	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using standard form, expanded form, and word form. Example: $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1,000}$ b. Compare two decimals to thousandths based on meanings of the digits in each place, and record the results of the comparisons using $>$, $=$, and $<$.
5.NBT.4	Use place value understanding to round decimals to any place including tenths and hundredths.

Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths

Code	Standard
5.NBT.5	Demonstrate fluency for multiplication of multi-digit whole numbers using the standard algorithm. Up to two-digit $\times$ four-digit numbers and three-digit $\times$ three-digit numbers. Example: What is the product of 304 and 23 using the standard algorithm? $ \begin{array}{r} 304 \\ \times 23 \\ \hline 912 \\ + 6080 \\ \hline 6992 \end{array} $ Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. a. Use strategies based on place value, the properties of operations, or the relationship between multiplication and division. b. Model and explain the calculation by using equations, rectangular arrays, or area models.

Code	Standard
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths. a. Use concrete models or drawings and strategies based on place value, properties of operations, or the relationship between addition and subtraction and between multiplication and division. b. Relate the strategy to a written method and explain the reasoning used. Clarification for 5.NBT.B.6 and 5.NBT.B.7: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.

Number and Operations – Fractions – 5.NF

Equivalent Fractions as a Strategy to Add and Subtract Fractions

Code	Standard
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions to produce an equivalent equation to calculate the sum or difference of fractions with like denominators. Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators by using visual fraction models or equations.
5.NF.3	Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers.

Multiplication and Division of Fractions

Code	Standard
5.NF.4	Explain a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. Example: Interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$. If nine people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Code	Standard
5.NF.5	Multiply a fraction or whole number by a fraction. Clarification: Extend previous understandings of multiplying by whole numbers to multiplying by fractions. a. Represent the product $\left(\frac{a}{b}\right) \times q$ as a parts of a partitions of q into b equal parts, and equivalently, as the result of the sequence of operations $a \times q \div b$. Example: Use a visual model and/or area model to show $\left(\frac{2}{3}\right) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $\left(\frac{2}{3}\right) \times \left(\frac{4}{5}\right) = \frac{8}{15}$. In general, $\left(\frac{a}{b}\right) \times \left(\frac{c}{d}\right) = \frac{ac}{bd}$. b. Find the area of a rectangle with fractional side lengths. - Tile it with unit squares of the appropriate unit fraction side lengths. - Show that the area is the same by tiling as would be found by multiplying the side lengths. - Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.6	Show multiplication as scaling (resizing), by comparing the size of a fractional product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example: Without multiplying, tell which number is greater: 225 or $\frac{3}{4} \times 225$; $\frac{11}{50}$ or $\frac{3}{2} \times \frac{11}{50}$? a. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.
5.NF.7	Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem. Example: Evan bought six roses for his mother, $\frac{2}{3}$ of them were red. How many red roses were there?

Code	Standard
5.NF.8	Divide unit fractions by whole numbers and whole numbers by unit fractions. Clarification: Extend previous understandings of division by whole numbers to division with fractions. a. Represent division of a unit fraction by a nonzero whole number and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $\frac{1}{b} \div c = \frac{1}{bc}$ because $\frac{1}{bc} \times c = \frac{1}{b}$. Example: Explain $\frac{1}{3} \div 4$, and use a visual fraction model to show the quotient. b. Represent division of a whole number by a unit fraction, and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $a \div \frac{1}{b} = ab$ because $ab \times \frac{1}{b} = a$. Example: Explain $4 \div \frac{1}{5}$ and use a visual fraction model to show the quotient. c. Solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions by using visual fraction models or equations to represent the problem. Example: How much chocolate will each person get if three people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ cup servings are in two cups of raisins?

Measurement and Data – 5.MD

Conversion of Measurement Units within a Given Measurement System

Code	Standard
5.MD.1	Convert among different-sized standard measurement units within a given measurement system. Use conversions in solving multi-step, real-world problems. Example: Convert 5 cm to 0.05 m. Clarification: Limited to length, mass, and time.

Data Science

Code	Standard
5.MD.2	Collect, represent, and interpret numerical data, including whole numbers, and fractional values. a. Interpret numerical data, with whole-number values, represented with tables or line plots. b. Use graphic displays of data (line plots (dot plots) and tables) to solve real-world problems using fractional data.

Geometric Measurement: Volume

Code	Standard
5.MD.3	Measure volume of rectangular prisms by counting cubic units that have no gaps. (cubic cm, cubic in, cubic ft, and non-standard units) Clarification: A cube with a side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5.MD.4	Find the volume of a right rectangular prism with whole-number edge lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Example: To represent the associative property of multiplication, $(l \times w) \times h = l \times (w \times h)$.
5.MD.5	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B stands for the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths, and in the context of solving real-world and mathematical problems.
5.MD.6	Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts in real-world and mathematical problems.

Geometry – 5.G

The Coordinate Plane

Code	Standard
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines at the origin arranged to coincide with the 0 on each line and given a point in the plane located by using an ordered pair of numbers, called its coordinates.

Code	Standard
5.G.2	Use the first number, the x-coordinate, in an ordered pair to determine how far to travel from the origin along the x-axis and the second number, the y-coordinate, to determine how far to travel from the origin parallel to the y-axis.
5.G.3	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane (x and y both have positive values) and interpret coordinate values of points in the context of the situation.

Properties of Two-Dimensional Figures

Code	Standard
5.G.4	Explain that attributes belonging to a category of two-dimensional figures also belong to all of the subcategories of that category. Example: All rectangles have four right angles and squares are rectangles, so all squares have four right angles.
5.G.5	Classify two-dimensional figures in a hierarchy based on properties. Example: All rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.

SIXTH GRADE OVERVIEW

Ratios and Proportional Relationships – 6.RP

Ratio and Rate Concepts

The Number System – 6.NS

Multiplication and Division of Fractions by Fractions

Mathematical Fluency

Common Factors and Multiples

Rational Numbers

Coordinate Plane

Expressions and Equations – 6.EE

Expressions, Equations, and Inequalities

Geometry – 6.G

Area, Surface Area, and Volume

Data Science – 6.DS

Statistical Variability

Data Distributions

Standards for Mathematical Practice

9. Make sense of problems and persevere in solving them.
10. Reason abstractly and quantitatively.
11. Construct viable arguments and critique the reasoning of others.
12. Model with mathematics.
13. Use appropriate tools strategically.
14. Attend to precision.
15. Look for and make use of structure.
16. Look for and express regularity in repeated reasoning.

Sixth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In grade six, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”. Students can explain the relationships between equations, verbal descriptions, and tables and graphs. Mathematically proficient students check their answers to problems using a different method.

MP.2 Reason abstractly and quantitatively.

In grade six, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations or other meaningful moves. To reinforce students’ reasoning and understanding, teachers might ask, “How do you know?” or “What is the relationship of the quantities?”.

MP.3 Construct viable arguments and critique the reasoning of others.

In grade six, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (e.g., box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like “How did you get that?”, “Why is that true?”, and “Does that always work?”. They explain their thinking to others and respond to others’ thinking.

MP.4 Model with mathematics.

In grade six, students model problem situations symbolically, graphically, in tables, contextually, and visually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students begin to represent two quantities simultaneously. Students use number lines to compare numbers and represent inequalities.

They use measures of center and variability and data displays (e.g. box plots and histograms) to draw inferences about and make comparisons between data sets. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate and apply them to a problem context. Students should be encouraged to answer questions such as “What are some ways to represent the quantities?” or “What formula might apply in this situation?”

MP.5 Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade six may decide to represent figures on the coordinate plane to calculate area. Number lines are used to create dot plots, histograms, and box plots to visually compare the center and variability of the data. Visual fraction models can be used to represent situations involving division of fractions. Additionally, students might use physical objects or applets to construct nets and calculate the surface area of three-dimensional figures. Students should be encouraged to answer questions such as “What approach did you try first?” or “Why was it helpful to use?”

MP.6 Attend to precision.

In grade six, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to rates, ratios, geometric figures, data displays, and components of expressions, equations, or inequalities. When using ratio reasoning in solving problems, students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. Students also learn to express numerical answers with an appropriate degree of precision when working with rational numbers in a situational problem. Teachers might ask, “What mathematical language, definitions, or properties can you use to explain ____?”

MP.7 Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, recognizing both the additive and multiplicative properties. Students apply properties to generate equivalent expressions (e.g. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving area and volume. Teachers might ask, “What do you notice when ____?” or “What parts of the problem might you eliminate, simplify, or ____?”

MP.8 Look for and express regularity in repeated reasoning.

In grade six, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$ and construct other examples and models that confirm their generalization. Students connect place value and their prior work with operations to understand algorithms to fluently divide multi-digit numbers and perform all operations with multi-digit decimals. Students informally begin to make connections between rates and representations showing the relationships between quantities. Students should be encouraged to answer questions such as “How would we prove that ____?” or “How is this situation like and different from other situations?”

Ratios and Proportional Relationships – 6.RP

Ratio and Rate Concepts

Code	Standard
6.RP.1	Use ratio language to describe the relationship between two quantities, and represent the ratio using words, symbols, and fractions. Example: <i>The ratio of wings to beaks in the bird house at the zoo was 8: 4, $\frac{8}{4}$, 8 to 4, because for every eight wings there were four beaks.</i>
6.RP.2	Calculate and describe a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. Examples: <i>This recipe has a ratio of three cups of flour to four cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.</i> <i>We paid \$75 for 15 hamburgers, which is a rate of five dollars per hamburger.</i>
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. - Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. - Solve unit-rate problems, including those involving unit pricing and constant speed. Example: <i>If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> - Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent. Example: <i>30% of a quantity means $\frac{30}{100}$ times the quantity.</i>

The Number System – 6.NS

Multiplication and Division of Fractions by Fractions

Code	Standard
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. Examples: 1. Create a story context for $\frac{2}{3} \div \frac{3}{4}$ and use a visual fraction model to show the quotient. 2. Use the relationship between multiplication and division to explain that $\frac{2}{3} \div \frac{3}{4} = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. In general, $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$. 3. After hiking $6\frac{1}{2}$ miles along the Salmon River, Fred realized he had traveled $\frac{3}{4}$ of the way to his campsite. What is the total distance Fred will end up traveling during his hike? 4. How many $\frac{3}{4}$ cup servings are in $\frac{2}{3}$ of a cup of yogurt? 5. How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?

Mathematical Fluency

Code	Standard
6.NS.2	Fluently divide multi-digit numbers using various strategies, including but not limited to the standard algorithm. Clarification: Practice with problems whose solutions do not exceed four decimal places.

Code	Standard
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using various strategies, including but not limited to the standard algorithm for each operation. <i>Example: What is the difference of 1.82 and 0.06 using the standard algorithm?</i> $\begin{array}{r} 1.82 \\ - 0.06 \\ \hline 1.76 \end{array}$ <i>Clarification: Do not exceed four decimal places.</i>

Common Factors and Multiples

Code	Standard
6.NS.4	Use common factors and multiples to generate equivalent expressions. - Find the greatest common factor of two whole numbers less than or equal to 100. - Find the least common multiple of two whole numbers less than or equal to 12. - Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>Example: Express $36 + 8$ as $4(9 + 2)$.</i>

Rational Numbers

Code	Standard
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers (including fractions and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation. <i>Examples: Temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge</i>

Code	Standard
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs they are not located in the same quadrant. c. Find and plot positive and negative integers and other rational numbers on a horizontal or vertical number line diagram. Clarification: Rational numbers should be limited to halves, thirds, and quarters d. Find and graph ordered pairs consisting of positive and negative integers and other rational numbers on a coordinate plane. Clarification: Rational numbers should be limited to halves.

Code	Standard
6.NS.7	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. Examples: Interpret $-3.7 > -7\frac{1}{2}$ as a statement that -3.7 is located to the right of $-7\frac{1}{2}$ on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. Example: Write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. Example: For an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. Example: Recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

Coordinate Plane

Code	Standard
6.NS.8	Use coordinates in all four quadrants to calculate vertical and horizontal distances between points with the same x-coordinate or the same y-coordinate to solve real-world and mathematical problems. Example: Samuel draws a coordinate plane on a map of his neighborhood. He found that the distance between two consecutive whole-number points is one block. His house is located at $(-4, 6)$, and his school is located at $(-4, -3)$. How many blocks are between Samuel's house and school?

Expressions and Equations – 6.EE

Expressions, Equations, and Inequalities

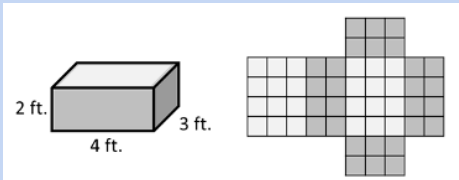
Code	Standard
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. Example: Express the calculation “Subtract y from 5” as $5 - y$. b. Identify parts of an expression using mathematical terms (e.g. sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. Example: Describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents following order of operations. Examples: - Evaluate the expression $4x^3 + y$ when $x=2$ and $y=3$. - The formula for finding the perimeter of a rectangle is $P = 2l + 2w$. Find the perimeter of a rug that measures 7.5 ft by 9.5 ft.
6.EE.3	Apply the properties of operations to generate equivalent expressions. Examples: - Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$. - Apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$. - Apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

Code	Standard
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). Example: The expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of the numeric value of y.
6.EE.5	Understand a solution of an equation or inequality as a value that makes the equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or depending on the purpose at hand, any number in a specified set.
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers.
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. a. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions. b. Represent solutions of such inequalities on number line diagrams.

Geometry – 6.G

Area, Surface Area, and Volume

Code	Standard
6.G.1	Given formulas for parallelograms and triangles, find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Given the formulas $V = lwh$ and $V = Bh$, apply them to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

Code	Standard
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side and area by joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.4	Create nets of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid; use the nets and given formulas to find the surface area. Apply these techniques in the context of solving real-world and mathematical problems. Example: Explain how you could find the surface area of a rectangular prism given a three-dimensional representation (Fig. A) or a net (Fig. B).  Fig. A Fig. B

Data Science – 6.DS

Statistical Variability

Code	Standard
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. Example: “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
6.DS.2	Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median and/or mean), spread (range, interquartile range, and/or mean absolute deviation), and overall shape. Clarification: Students are not calculating Mean Absolute Deviation, but understand it is a measure of variability
6.DS.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Data Distributions

Code	Standard
6.DS.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.DS.5	Summarize numerical data sets in relation to their context, such as by: - Reporting the number of observations. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. - Giving quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describing any overall pattern and outliers from the overall pattern with reference to the context in which the data were gathered. Clarification: Four function calculators will be allowed - Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. Examples: Bobbie is a sixth grader who competes in the 100 meter hurdles. In eight track meets during the season, she recorded the following times (to the nearest one hundredth of a second). 18.11, 31.23, 17.99, 18.25, 17.50, 35.55, 17.44, 17.85 Is the mean or the median a better representation of Bobbie's hurdle time? Justify your answer. (From Illustrative Mathematics)

SEVENTH GRADE OVERVIEW

Ratios and Proportional Relationships – 7.RP

Proportional Relationships

The Number System – 7.NS

Rational Number Operations

Expressions and Equations – 7.EE

Expressions

One Variable Equations and Inequalities

Two Variable Equations

Geometry – 7.G

Geometric Figures

Geometric Measurements

Statistics, Probability, and Data Science – 7.SP

Population Samples

Comparative Inferences About Two Populations

Probability

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Seventh Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In seventh grade, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”. When students compare arithmetic and algebraic solutions to the same problem, they identify correspondences between different approaches.

MP.2 Reason abstractly and quantitatively.

In seventh grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3 Construct viable arguments and critique the reasoning of others.

In seventh grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. For example, as students notice when geometric conditions determine a unique triangle, more than one triangle, or no triangle, they have an opportunity to construct viable arguments and critique the reasoning of others. Students should be encouraged to answer questions such as these: “How did you get that?”, “Why is that true?”, and “Does that always work?”. They explain their thinking to others and respond to others’ thinking.

MP.4 Model with mathematics.

In seventh grade, students model problem situations visually, symbolically, graphically, in tables, and contextually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use experiments or simulations to generate data sets and create probability models. Proportional relationships

present opportunities for modeling. For example, for modeling purposes, the number of people who live in an apartment building might be taken as proportional to the number of stories in the building. Students should be encouraged to answer questions such as “What are some ways to represent the quantities?” or “How might it help to create a table, chart, or graph?”

MP.5 Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in seventh grade may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different forms. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ____?”

MP.6 Attend to precision.

In seventh grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students define variables, specify units of measure, and label axes accurately. Students use appropriate terminology when referring to rates; ratios; probability models; geometric figures; data displays; and components of expressions, equations, or inequalities. Teachers might ask, “What mathematical language, definitions, or properties can you use to explain ____?”

MP.7 Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, making connections between the constant of proportionality in a table with the slope of a graph. Students apply properties to generate equivalent expressions (i.e. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving scale drawings, surface area, and volume. Students examine tree diagrams or systematic lists to determine the sample space for compound events and verify that they have listed all possibilities. Solving an equation such as $8 = 4\left(n - \frac{1}{2}\right)$ is easier if students can see and make use of structure, temporarily viewing $\left(n - \frac{1}{2}\right)$ as a single entity.

MP.8 Look for and express regularity in repeated reasoning.

In seventh grade, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model

problems, they may notice that $\frac{a}{b} = \frac{c}{d}$ if and only if $ad = bc$ and construct other examples and models that confirm their generalization. Students should be encouraged to answer questions such as “How would we prove that ___?” or “How is this situation both similar to and different from other situations using these operations?”

Ratios and Proportional Relationships – 7.RP

Proportional Relationships

Code	Standard
7.RP.1	Calculate unit rates in real-world contexts that include complex fractions. Example: If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{\frac{1}{2}}{\frac{1}{4}}$ miles per hour, equivalently 2 miles per hour.
7.RP.2	Recognize and represent proportional relationships between quantities. - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. - Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Recognize the constant of proportionality as both the unit rate and as the multiplicative comparison between two quantities. - Represent proportional relationships by equations. Example: If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
7.RP.3	Use proportional relationships to solve multi-step ratio, rate, and percent problems. Example: A shirt is on sale for 30% off. If the original price is \$14.75, what is the new sale price? What is the total price including the 6% sales tax in Idaho?

The Number System – 7.NS

Rational Number Operations

Code	Standard
7.NS.1	Add and subtract integers and other rational numbers and represent addition and subtraction on a horizontal or vertical number line diagram. a. Model and describe additive inverse in mathematical strategies, to include horizontal and vertical number lines, and real-world situations to show opposite quantities combine to make zero. Example: <i>If you open a new bank account with a deposit of \$30.52 and then withdraw \$30.52, you are left with a \$0 balance.</i> b. Demonstrate the distance between two rational numbers on the number line as the absolute value of their difference, and apply this concept to real-world contexts. Rewrite subtraction as adding the additive inverse, $p - q = p + (-q)$. c. Apply properties of operations as strategies to add and subtract rational numbers in mathematical and real-world contexts. Example: $\frac{1}{4} - 5 + \frac{3}{4} + 7 = \left(\frac{1}{4} + \frac{3}{4}\right) + ((-5) + 5) + 2$
7.NS.2	Multiply and divide integers and other rational numbers. a. Multiply and divide rational numbers (whole numbers, fractions and decimals) in real-world and mathematical problems. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If p and q are integers, then $-\left(\frac{p}{q}\right) = \frac{-(p)}{q} = \frac{p}{-(q)}$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. Example: $-4(0.25 - 1) = ((-4) \times 0.25) + ((-4) \times (-1)) = -1 + 4 = 3$ d. Convert a rational number to a decimal using an appropriate strategy such as long division and scientific calculators; know that the decimal form of a rational number terminates or eventually repeats. Clarification: <i>Long division problems limited to seven decimal places</i>

Code	Standard
7.NS.3	Solve real-world and mathematical problems involving the four operations with integers and other rational numbers using scientific calculators. Example: The student council is selling cookie dough for a fundraiser. They started the day with 12.5 tubs of cookie dough. In the morning they sold $\frac{2}{5}$ of the tubs they had. In the afternoon, they sold 3.75 more tubs. How many tubs of cookie dough do they have left at the end of the day?

Expressions and Equations – 7.EE

Expressions

Code	Standard
7.EE.1	Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. Examples: $4x + 2 = 2(2x + 1)$ $-3\left(x - \frac{5}{3}\right) = -3x + 5$ $4x + 3x + 2 = 7x + 2$

One Variable Equations and Inequalities

Code	Standard
7.EE.2	Apply properties of operations to solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (integers, fractions, and decimals) using scientific calculators. Assess the reasonableness of answers using mental computation and estimation strategies. Examples: - If a woman making \$25 per hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. - If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about nine inches from each edge; this estimate can be used as a check on the exact computation.

Code	Standard
7.EE.3	Use variables to represent quantities in a real-world or mathematical problem and construct equations and inequalities to solve problems. a. Write and solve equations in real-world and mathematical problems that lead to the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Example: The perimeter of a rectangle is 54 cm. Its width is 6 cm. What is its length? b. Write, solve, and graph inequalities in real-world and mathematical problems that lead to the forms $px + q > r$, $px + q \geq r$, $px + q < r$, or $px + q \leq r$ where p, q, and r are specific rational numbers, and $p > 0$. Graph the solution set of the inequality and interpret it in the context of the problem. Example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

Two Variable Equations

Code	Standard
7.EE.4	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write one-step equations to represent the relationship between the two quantities. Analyze the relationship using graphs and tables and relate these to the equations. Example: In a problem involving mixing water (W) and orange concentrate (C) to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., $C = \frac{1}{2} \cdot W$ or $W = 2 \cdot C$) to represent the relationship between water (W) and orange concentrate (C). Clarification: One-step equations are limited to addition or multiplication.

Geometry – 7.G

Geometric Figures

Code	Standard
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Example: Mariko has an $\frac{1}{4}$ inch scale drawing ($\frac{1}{4}$ inch=1 foot) of the floor plan of her house. On the floor plan, the scaled dimensions of her rectangular living room are $4\frac{1}{2}$ inches by $8\frac{3}{4}$ inches. What is the area of her living room in square feet?

Geometric Measurements

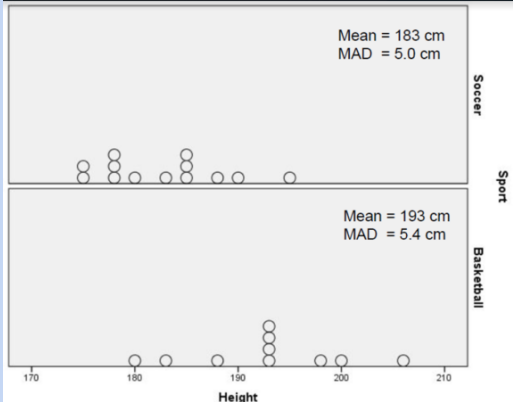
Code	Standard
7.G.2	Understand the attributes and measurements of circles. - Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle. - Identify parts of a circle using mathematical terms (radius, diameter, circumference, and area) and investigate the relationships between each. - Given area and circumference formulas of a circle, solve real-world and mathematical problems. Clarification: Students will not be asked to use area to solve for radius and diameter.
7.G.3	Use facts about angles to write equations and use them to solve for an unknown angle in a figure. - Use supplementary, complementary, vertical, and adjacent angles to write and solve equations for an unknown value. Clarification: The equation cannot have variables on both sides of the equal sign. - Use the fact that the sum of the angles in a triangle add up to 180° to write and solve and equation for an unknown angle.
7.G.4	Given the formulas, solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional figures. Clarification: Limit shapes to triangles, quadrilaterals, polygons composed of triangles and quadrilaterals, cubes, and right prisms.

Statistics, Probability, and Data Science – 7.SP

Population Samples

Code	Standard
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
7.SP.2	Use data from a random sample about an unknown characteristic of a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, i.e., generate a sampling distribution. Example: Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Comparative Inferences About Two Populations

Code	Standard
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. Example: <i>The difference in the mean height between players on the basketball team versus the soccer team is 10 cm. This difference in the means - 10 cm - is about twice the variability (mean absolute deviation) on either team (i.e., mean divided by the MAD). On a dot plot, the separation between the two distributions of heights is noticeable.</i> 
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. Example: <i>Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>

Probability

Code	Standard
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Example: The likelihood of drawing a heart from a deck of cards is 0.25. The likelihood of flipping a coin and landing on heads is 0.5. It is more likely that a flipped coin will land on heads than it is to choose a heart from a deck of cards. (0.5 is greater than 0.25).
7.SP.6	Approximate the (theoretical) probability of a chance event by collecting data and observing its long-run relative frequency (experimental probability). Predict the approximate relative frequency given the (theoretical) probability. Examples: 1. When drawing chips out of a bag containing an unknown number of red and white chips, estimate the probability of selecting a particular chip color given 50 draws. 2. When rolling a number cube 600 times, predict that a 3 or 6 would be rolled approximately 200 times, but probably not exactly 200 times.
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. Example: If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. Example: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

Code	Standard
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. Example: Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

EIGHTH GRADE OVERVIEW

The Number System – 8.NS

Rational and Irrational Numbers

Expressions and Equations – 8.EE

Radical and Integer Exponents

Proportional Relationships and Linear Equations

One-Variable Equations and Systems of Linear
Equations

Functions – 8.EE

Functions

Geometry – 8.EE

Congruence and Similarity

Pythagorean Theorem

Volume

Statistics, Probability, and Data Science – 8.SP

Bivariate Data

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Eighth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

In eighth grade, students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”

MP.2 Reason abstractly and quantitatively.

In eighth grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number(s) or variable(s) as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3 Construct viable arguments and critique the reasoning of others.

In eighth grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like “How did you get that?”, “Why is that true?”, and “Does that always work?”. They explain their thinking to others and respond to others’ thinking.

MP.4 Model with mathematics.

In eighth grade, students model problem situations symbolically, graphically, in tables, and contextually. Working with the new concept of a function, students learn that relationships between variable quantities in the real world often satisfy a dependent relationship, in that one quantity determines the value of another. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use scatter plots to represent data and describe associations between variables. Students need many opportunities to explain the connections between the different representations. They should be able to use all of these representations as

appropriate to a problem context. Students should be encouraged to answer questions such as “What are some ways to represent the quantities?” or “How might it help to create a table, chart, graph, or ____?”

MP.5 Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade eight may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationship between the angles created by a transversal that intersects parallel lines. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ____?”

MP.6 Attend to precision.

In eighth grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays. Teachers might ask, “What mathematical language, definitions, or properties can you use to explain ____?”

MP.7 Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. In eighth grade, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.

MP.8 Look for and express regularity in repeated reasoning.

In grade eight, students use repeated reasoning to understand the slope formula and to make sense of rational and irrational numbers. Through multiple opportunities to model linear relationships, they notice that the slope of the graph of the linear relationship and the rate of change of the associated function are the same. For example, as students repeatedly check whether points are on the line with a slope of 3 that goes through the point (1, 2), they might abstract the equation of the line in the form $\frac{y-2}{x-1} = 3$. Students should be encouraged to answer questions such as “How would we prove that ____?” or “How is this situation like and different from other situations using these operations?”

The Number System – 8.NS

Rational and Irrational Numbers

Code	Standard
8.NS.1	Understand that a real number is any number that can be represented on a number line. a. Classify numbers as rational or irrational and explain how both sets together for the set of real numbers. b. Understand an irrational number to be a non-terminating, non-repeating decimal that cannot be expressed as a fraction. c. Compare the value of irrational numbers and locate them on a number line by finding the rational approximations.

Expressions and Equations – 8.EE

Radical and Integer Exponents

Code	Standard
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. Example: $3^2 \times 3^{-5} = 3^{-3} = \left(\frac{1}{3}\right)^3 = \frac{1}{27}$
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes.

Code	Standard
8.EE.3	Use numbers expressed in the form of a single digit multiplied by an integer power of ten (scientific notation). a. Convert between standard form and scientific notation. Interpret scientific notation that has been generated by technology. b. Estimate very large or very small quantities, and express how many times as much one is than the other. Example: Estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger. c. Use exponent properties to perform multiplication and division with numbers expressed in scientific notation. Example: At the East Pacific Rise, seafloor spreading occurs at a rate of 8.2×10^{-2} meters per year. How far will it spread in 1×10^6 years? Express your answer using scientific notation.

Proportional Relationships, and Linear Equations

Code	Standard
8.EE.4	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. Example: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
8.EE.5	Explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Variable Equations and Systems of Linear Equations

Code	Standard
8.EE.6	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ (1 solution), $a = a$ (infinitely many solutions), or $a = b$ (no solution) results (where a and b are different numbers). Example: $-3x - 2 = 7x + 2 - 10x$ has no solution because the equation simplifies to $-2 = 2$ which is false for any value of x. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
8.EE.7	Analyze and solve pairs of simultaneous linear equations in mathematical and real-world problems. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables by graphing the equations. c. Solve systems of two linear equations algebraically using substitution when both equations are written in slope-intercept form. d. Analyze a system of two linear equations to determine whether it has one solution, infinitely many solutions, or no solution, and explain what each case means in terms of the graphs or equations. Example: Your family decided to rent a snowmobile at Island Park. Company A charges \$125 for the first hour plus \$37.50 for each additional hour. Company B charges a \$50 one-time rental fee plus \$45 per hour. Which company would cost less for you to rent for 3 hours? 5 hours? 8 hours?

Functions – 8.F

Functions

Code	Standard
8.F.1	Understand that a function is a rule that assigns to each input exactly one output and that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Example: <i>Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Example: <i>The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line.</i>
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing and sketching a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry – 8.G

Congruence and Similarity

Code	Standard
8.G.1	Verify experimentally the properties of rigid transformations (rotations, reflections, and translations) using physical models (e.g., transparent material), or geometry software: - Lines are transformed to lines, and line segments to line segments of the same length. - Angles are transformed to angles of the same measure. - Parallel lines are transformed to parallel lines.
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rigid transformations. Example: <i>Given two congruent figures, describe a sequence that exhibits the congruence between them.</i>
8.G.3	Describe the effect of dilations, translations, and reflections on two-dimensional figures using coordinates. Example: <i>The image of Triangle ABC with $A(-3, 0)$, $B(-3, -2)$, and $C(4, -2)$ would have coordinates $A'(-3 - 3, 0 + 2) = (-6, 2)$, $B'(-3 - 3, -2 + 2) = (-6, 0)$, and $C'(4 - 3, -2 + 2) = (1, 0)$ following a translation 3 units to the left and 2 units up.</i>
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Example: <i>Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</i>
8.G.5	Use informal arguments to establish facts about angle relationships. - Use properties of interior and exterior angles of triangles to write equations and use them to solve for an unknown angle in a figure. - Use properties of angles created when parallel lines are cut by a transversal to write equations and use them to solve for an unknown angle in a figure.

Pythagorean Theorem

Code	Standard
8.G.6	Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models.
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Volume

Code	Standard
8.G.9	Given the formulas, compute the volumes of cones, cylinders, and spheres.

Statistics, Probability and Data Science – 8.SP**Bivariate Data**

Code	Standard
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between an independent and dependent variable. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.SP.2	For scatter plots that suggest a linear association, informally fit a straight line, and visually assess the model fit by judging the closeness of the data points to the line.
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>Example: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>

Code	Standard
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>Example: Collect data from students in your school on grade level (sixth, seventh, and eighth) and whether or not they have assigned chores at home (yes, no). Is there evidence that a particular grade level tends to have chores? (In this example the two variables are grade level and chores.)</i>

GRADES 9 – 12 CONTENT STANDARDS BY CONCEPTUAL CATEGORIES

Content Standards by Conceptual Category Identifiers/Coding

The content standards presented by conceptual categories are built on mathematical learning progressions informed by research on cognitive development and by the logical structure of mathematics. These progressions provide the foundation for the grades 9–12 content standards. In this section, the standards are organized by conceptual categories.

The Conceptual Categories are:

- Number and Quantity (NUMQ)
- Algebra (ALGB)
- Functions (FUNC)
- Geometry (GEOM)
- Statistics, Probability, & Data Science (STAT)

The code for each 9 – 12 conceptual category standard begins with the identifier for the conceptual category code (NUMQ, ALGB, FUNC, GEOM, STAT), followed by the cluster code, and the standard number, as shown below.

Conceptual Category	Domain
Number and Quantity – NUMQ	Rational Exponents – RATX
Code	Standard
FDN.NUMQ.RATX.1	Rewrite expressions involving the nth root of x as x to the $\frac{1}{n}$ power where n is a positive integer. Example: We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

The standard highlighted above is identified as FDN.NUMQ.RATX.1, identifying it as a foundational standard (FDN.) in the Number and Quantity conceptual category (NUMQ.) within the domain Rational Exponent (RN.), and as the first standard in that domain (1). All of the standards in this Framework use a common coding system.

Note: Standards with a ★ indicate a modeling standard.

Foundational (FDN) and Pathway (PTH) Standards

The Idaho Content Standards for Mathematics for grades 9-12 are built on cohesive mathematical learning progressions. To provide flexibility for LEAs in designing course sequences and to support diverse student goals, these high school standards are structured into two distinct categories: Foundational Standards and Pathway Standards.

The **Foundational (FDN) Standards** are the content standards that every Idaho student should have had an opportunity to learn prior to taking the ISAT. Students should have the opportunity to learn and show proficiency in these standards primarily in their first two years of 9–12 grade. These standards define the key mathematical milestones that all high school graduates must master to be ready for entry-level careers and post-secondary endeavors. Because these standards constitute the primary focus of the Idaho Standards for Achievement Test (ISAT), school districts should ensure their core lower-level curriculum provides all students with equitable access to this benchmark proficiency.

The **Pathway (PTH) Standards** represent standards that sit within the Idaho Math Transitions pathway. Recognizing that Idaho deeply values student choice when possible, these standards support and represent that flexibility. Specialized within course work that represents the pathway of the student's choosing, not every student will see every standard. Instead, these advanced standards are selectively distributed across specific upper-level courses, allowing administrators and teachers to align higher-level coursework with the unique career and academic interests of their students.

Grades 9 – 12 Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the Grades K – 12 education years.

MP.1 Make sense of problems and persevere in solving them.

Grades 9 – 12 students should work to understand what a problem is asking, choose a strategy to find a solution, and check the answer to make sure it makes sense. When unable to immediately identify a strategy that will work or when their selected strategy does not work as intended, they must learn to persist in trying a range of potential approaches, looking for how the current problem may relate to previous work they have done.

MP.2 Reason abstractly and quantitatively.

Grades 9 – 12 students need to be able to abstract a given situation and represent it symbolically. Students should also make sense of quantities and their relationships in problem situations. Particular attention to units associated with quantities is essential to understanding how the quantities are related. For example, a linear function relating the distance traveled to time needs to specify the units, such as feet and seconds. The slope of that function then gives the rate of change (velocity) given in feet per second. Students should consistently consider the reasonableness of their answer within the context of the problem.

MP.3 Construct viable arguments and critique the reasoning of others.

Grades 9 – 12 students are increasingly expected to make formal mathematical arguments based on stated assumptions or properties, well-defined definitions, and previously established results. Students should be expected to make formal and informal arguments as they progress through the grades 9 – 12. Students should listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Moreover, experience with critiquing the arguments produced by classmates is essential to their mathematical development. Reasoning undergirds deep conceptual understanding.

MP.4 Model with mathematics.

Grades 9 – 12 students need to learn to use mathematics to address problems in everyday life, society, and the workplace. This should occur at a range of levels, from more specific application of mathematical ideas to full-scale mathematical modeling. Students should routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MP.5 Use appropriate tools strategically.

Grades 9 – 12 students need to be comfortable in using applicable tools when solving a mathematics problem. A range of digital tools should be available, including graphing calculators and software. Physical manipulatives, such as algebra tiles and geometric models, are useful for students and should be incorporated into the 9 – 12 classroom. Students should be comfortable using paper-and-pencil representations, such as tables, graphs, and other visual representations.

MP.6 Attend to precision.

Grades 9 – 12 students need to learn to communicate effectively with others, using precise vocabulary. They should use symbols to represent their thinking, clearly describing the meaning of those symbols. By the time students reach grades 9 – 12 they have learned to examine claims and make explicit use of definitions. They also need to be able to express the precision of the answers they give in real-world contexts, based on the accuracy of the given information.

MP.7 Look for and make use of structure.

Grades 9 – 12 students examine mathematical situations in order to detect a pattern or structure that may provide further insight. Students use patterns and structure to create equivalent expressions, factor and solve equations, compose functions, and transform figures. For example, drawing an auxiliary line in a geometric figure may help them to better understand the structure behind a situation

MP.8 Look for and express regularity in repeated reasoning.

Grades 9 – 12 students notice patterns in calculations that are performed in order to form generalizations and efficient strategies for calculation. For example, grades 9-12 students may expand on their understanding of right triangles to explore the relationship between the legs and hypotenuse of a 45-45-90 triangle to discover that the hypotenuse is $\sqrt{2}$ times the leg.

Grades 9 – 12 Modeling (★)

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of three million people, and how it might be distributed.
- Planning a table tennis tournament for seven players at a club with four tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Model a savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

The basic modeling cycle involves: (1) identifying variables in the situation and selecting those that represent essential features; (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables; (3) analyzing and performing operations on these relationships to draw conclusions; (4) interpreting the results of the mathematics in terms of the original situation; (5) validating the conclusions by comparing them with the situation, and then either improving the model; or (6) if it is acceptable, reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

Modeling Standards

Modeling is best interpreted, not as a collection of isolated topics, but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific Modeling standards appear throughout the high school standards, indicated by a star symbol (★).

FOUNDATIONAL STANDARDS OVERVIEW

Number and Quantity – NUMQ

Rational Exponents

Quantitative Reasoning

Algebra – ALGB

Structure of Expressions

Equivalent Expressions

Operations with Polynomials and
Rational Expressions

Equations and Inequalities

Algebraic Reasoning

Equations and Inequalities in One
Variable

Graphs of Equations and Inequalities

Functions – FUNC

Function Notation

Reasoning with Functions

Function Representations

Functions that model Relationships

Function Transformations, Inverses,
and Compositions

Linear, Quadratic, and Exponential
Models

Geometry – GEOM

Transformations in the Plane

Geometric Theorems

Transformations and Similarity

Similarity Theorems

Right Triangle Trigonometry

Circles

Coordinate Geometry

Volume Formulas

Geometric Modeling

Statistics, Probability, & Data Science – STAT

Descriptive Statistics

Linear Statistical Models

Statistical Design

Statistical Analysis

Independence and Conditional
Probability

Expected Value

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Number and Quantity – NUMQ

Rational Exponents – RATX

Code	Standard
FDN.NUMQ.RATX.1	Rewrite expressions involving the nth root of x as x to the $\frac{1}{n}$ power where n is a positive integer. Example: We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

Quantitative Reasoning – QUAN

Code	Standard
FDN.NUMQ.QUAN.2	Use units to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
FDN.NUMQ.QUAN.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

Algebra – ALGB

Structure of Expressions – EXPR

Code	Standard
FDN.ALGB.EXPR.4	Interpret linear and exponential expressions that represent a quantity in terms of its context. ★ <i>Example: Interpret the slope of a linear model for a context.</i>

Equivalent Expressions – EXPRE

Code	Standard
FDN.ALGB.EXPRE.5	Factor a quadratic expression to reveal the zeros of the function it defines when $a = 1$.

Operations with Polynomials and Rational Expressions – PLYR

Code	Standard
FDN.ALGB.PLYR.6	Perform algebra operations with polynomial expressions including addition, subtraction, multiplication, and division.

Equations and Inequalities – EQNI

Code	Standard
FDN.ALGB.EQNI.7	Create one-variable equations and inequalities to solve problems, including linear and basic exponential functions. ★ <i>Example: Four people may be seated at one rectangular table. If two rectangular tables are placed together end-to-end, six people may be seated at the table. If ten tables are placed together end-to-end, how many people can be seated? How many tables are needed for n people?</i>
FDN.ALGB.EQNI.8	Interpret the relationship between two or more quantities. ★
FDN.ALGB.EQNI.9	Define variables to represent the quantities and write equations to show the relationship. ★ <i>Example: The cost of parking in the parking garage is \$2.00 for the first hour and \$1.00 for every hour after that. Write an equation in terms of x and y that shows the total cost for parking, y, for x hours. Use the equation to calculate the cost for parking in the garage for 5 hours.</i>

Code	Standard
FDN.ALGB.EQNI.10	Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales. ★ <i>Example: Using the equation from FDN.ALGB.EQNI.9, show how the graph of the equation can be used to predict the cost for a specified amount of time.</i>
FDN.ALGB.EQNI.11	Represent constraints using one or more equations or inequalities and interpret solutions as viable or non-viable options in a modeling context. ★
FDN.ALGB.EQNI.12	Rearrange formulas to highlight a quantity of interest using the same reasoning as solving equations. ★ <i>Example: Rearrange Ohm's law $V = IR$ to highlight resistance R.</i>
FDN.ALGB.EQNI.13	Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. ★

Algebraic Reasoning – REAS

Code	Standard
FDN.ALGB.REAS.14	Justify each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.
FDN.ALGB.REAS.16	Solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$), taking square roots and factoring, as appropriate to the initial form of the equation. <i>Clarification: For FDN standards, factoring is limited to cases where $a = 1$ and whole number b and c values. Students may use the area model (as in FDN.FUNC.REPR.29) to solve quadratics with whole-number coefficients and solutions; the general quadratic formula and symbolic completing-the-square method are addressed in Pathway standards.</i>

Equations and Inequalities in One Variable – ONEV

Code	Standard
FDN.ALGB.ONEV.17	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
FDN.ALGB.ONEV.18	Solve linear equations and inequalities in one variable involving absolute value.

Systems of Equations – SYSE

Code	Standard
FDN.ALGB.SYSE.19	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Graphs of Equations and Inequalities – GEQI

Code	Standard
FDN.ALGB.GEQI.20	Recognize that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Show that any point on the graph of an equation in two variables is a solution to the equation.
FDN.ALGB.GEQI.21	Identify points of intersection as solutions of the form $f(x) = g(x)$; find the solutions approximately. <i>Example: Use technology to graph the functions, make tables of values, or find successive approximations.</i>
FDN.ALGB.GEQI.22	Graph the solutions to one or more linear inequalities in two variables in the coordinate plane.

Functions – FUNC

Function Notation – NOTA

Code	Standard
FDN.FUNC.NOTA.23	Recognize that a function is a correspondence between a set of inputs and a set of outputs.
FDN.FUNC.NOTA.24	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. Example: <i>Given a function representing a car loan, determine the balance of the loan at different points in time.</i>

Reasoning with Functions – REAS

Code	Standard
FDN.FUNC.REAS.25	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries. Example: <i>Given a context or verbal description of a relationship, sketch a graph that models the context or description and shows its key features.</i>
FDN.FUNC.REAS.26	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★ Example: <i>If the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>
FDN.FUNC.REAS.27	Calculate and interpret the average rate of change of a function over a specified interval. Estimate the rate of change from a graph.★

Function Representations – REPR

Code	Standard
FDN.FUNC.REPR.28	Graph linear and quadratic functions and show intercepts, maxima, and minima.★

Code	Standard
FDN.FUNC.REPR.29	Rewrite quadratic equations in vertex or factored form to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Clarification: For FDN standards, factored form is limited to cases where $a = 1$. Students develop graphing intuition for vertex form using technology (e.g., a graphing calculator), and derive vertex form algebraically using the area model (e.g., algebra tiles), limited to quadratics with whole-number coefficients and solutions.
FDN.FUNC.REPR.30	Compare properties of functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).

Functions that Model Relationships – MODL

Code	Standard
FDN.FUNC.MODL.31	Write a function that describes a relationship between two quantities, including linear and exponential functions.

Function Transformations, Inverses and Compositions – TIC

Code	Standard
FDN.FUNC.TIC.32	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Use digital tools to experiment with cases and illustrate an explanation of the effects on the graph.

Linear, Quadratic and Exponential Models – LQE

Code	Standard
FDN.FUNC.LQE.33	Distinguish between situations that can be modeled with linear functions and with exponential functions.★
FDN.FUNC.LQE.34	Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals
FDN.FUNC.LQE.35	Identify situations in which one quantity changes at a constant rate per unit interval relative to another.
FDN.FUNC.LQE.36	Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
FDN.FUNC.LQE.37	Construct linear and exponential functions given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★

Code	Standard
FDN.FUNC.LQE.38	Use graphs and tables to demonstrate that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically★ Example: Becca's parents are saving for her college education by putting \$3,000/year in a safe deposit box. Becca's grandpa is also saving for her college education by putting \$2,000/year in an IDeal (Idaho college savings) account with an APR of 6.17%. Build tables to show which account has the most money after ten years, and how much more? How many years will it take for the total in her grandpa's account to exceed the total in her parents' safe deposit box?
FDN.FUNC.LQE.39	Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a modeling context.★

Geometry – GEOM

Transformations in the Plane – TRPL

Code	Standard
FDN.GEOM.TRPL.40	Recognize precise definitions of angle, circle, perpendicular line, parallel line, and line segment.
FDN.GEOM.TRPL.41	Represent and describe transformations in the plane. Compare transformations that preserve distance and angle to those that do not. <i>Example: Translation versus horizontal stretch.</i>
FDN.GEOM.TRPL.42	Define rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
FDN.GEOM.TRPL.43	Plot on a coordinate plane the result of a transformation (rotation, reflection, or translation) for a given geometric figure. <i>Example: Given quadrilateral ABCD with vertices $A(0, -1)$, $B(3, -2)$, $C(-1, -5)$, and $D(-3, -2)$, reflect the shape across the x-axis.</i>
FDN.GEOM.TRPL.44	Describe a sequence of transformations that will carry a given figure onto another.

Geometric Theorems – THEO

Code	Standard
FDN.GEOM.THEO.45	Explain how the criteria for triangle congruence (ASA, SAS, AAS, and SSS) follow from the definition of congruence in terms of rigid motions. <i>Example: In $\triangle ABC$ and $\triangle ABD$ (with shared side $\overline{AB}$), we are given that $\angle BAC \cong \angle BAD$ and $\angle ABC \cong \angle ABD$. What pair(s) of corresponding parts is/are needed to ensure the triangles are congruent by either ASA, SAS, AAS, or SSS? What rigid motion would show the triangles are congruent?</i>
FDN.GEOM.THEO.46	Use, with justification, theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent.
FDN.GEOM.THEO.47	Use, with justification, theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent, and its converse; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Transformations and Similarity – SIMRT

Code	Standard
FDN.GEOM.SIMRT.48	Perform dilations given by a center and a scale factor, recognizing the effects of the scale factor.
FDN.GEOM.SIMRT.49	Use the definition of similarity to decide if two given figures are similar.

Similarity Theorems – SIMTH

Code	Standard
FDN.GEOM.SIMTH.50	Use and justify theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely.
FDN.GEOM.SIMTH.51	Use congruence and similarity criteria for triangles to solve problems. Example: A high school student visits a giant cedar tree near the town of Elk River, Idaho and the end of his shadow lines up with the end of the tree's shadow. The student is 6 feet tall and his shadow is 8 feet long. The cedar tree's shadow is 228 feet long. How tall is the cedar tree?

Right Triangle Trigonometry – RITT

Code	Standard
FDN.GEOM.RITT.52	Define trigonometric ratios for acute angles.
FDN.GEOM.RITT.53	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★ Example: Mark and Ruth are rock climbing in the Snake River Canyon. Mark is anchoring the rope for Ruth. If the length of the rope from Mark to Ruth is 60 ft, with an angle of elevation of 23°, how far is Mark from the base of the cliff?

Circles – CIRC

Code	Standard
FDN.GEOM.CIRC.54	Identify and apply relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
FDN.GEOM.CIRC.55	Apply the formulas for arc length and area of a sector.

Coordinate Geometry – COGE

Code	Standard
FDN.GEOM.COGE.56	Know the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. Example: Find the equation of a line parallel or perpendicular to a given line that passes through a given point.
FDN.GEOM.COGE.57	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles (e.g., using the distance formula).★

Volume Formulas – VOLF

Code	Standard
FDN.GEOM.VOLF.58	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★ Example: The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?

Geometric Modeling – MODL

Code	Standard
FDN.GEOM.MODL.59	Apply geometric methods to solve design problems.★ Example: Designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.
FDN.GEOM.MODL.60	Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★
FDN.GEOM.MODL.61	Use geometric shapes, their measures, and their properties to describe objects.★

Statistics, Probability, & Data Science – STAT

Descriptive Statistics – DESC

Code	Standard
FDN.STAT.DESC.62	Distinguish between categorical and quantitative variables.★
FDN.STAT.DESC.63	Interpret differences in shape, center, and spread in the context of the variables accounting for possible effects of extreme data points (outliers) for quantitative variables.★ <i>Example: Describe differences in distributions of annual precipitation over the last 100 years between Boise and Seattle using shape, center, spread, and outliers.</i>
FDN.STAT.DESC.64	Using an interactive data display to describe multivariable data.
FDN.STAT.DESC.65	Interpret data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables.
FDN.STAT.DESC.66	Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data, graphically or with digital tools.★
FDN.STAT.DESC.67	Represent measurement data with plots on the real number line (dot plots, histograms, and box plots).★

Linear Statistical Models – LSTM

Code	Standard
FDN.STAT.LSTM.68	Interpret the slope and the intercept of a linear model in the context of the data.★ <i>Example: Explain why the y-intercept of a linear model relating the volume production of sugar beets to size of farm has no meaning, whereas the y-intercept of a linear model relating the volume production of sugar beets related to minimum temperature does have meaning.</i>
FDN.STAT.LSTM.69	Compute (using technology) and interpret the linear correlation coefficient.★ <i>Example: Find the correlation coefficient between the number of hours firefighters sleep each night and the length of the fireline they construct each day. Use the correlation coefficient to explain whether sleep is important.</i>
FDN.STAT.LSTM.70	Explain the difference between (linear) correlation and causation.★

Statistical Design – DESI

Code	Standard
FDN.STAT.DESI.71	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.★
FDN.STAT.DESI.72	Analyze the source of data and draw conclusions about how it should be collected, organized, and formatted to make it useful. ★
FDN.STAT.DESI.73	Recognize the limitations of data collected by different methods and in different populations.
FDN.STAT.DESI.74	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.★

Statistical Analysis – STAN

Code	Standard
FDN.STAT.STAN.75	Use data from a sample survey to estimate a population mean or proportion and a margin of error.★
FDN.STAT.STAN.76	Use data from a randomized and controlled experiment to compare two groups and assess the likelihood that the difference between groups occurred purely by chance.★
FDN.STAT.STAN.77	Evaluate reports of statistical information based on data.★ <i>Example: Students may analyze and critique different reports from media, business, and government sources.</i>

Independence and Conditional Probability – CPRB

Code	Standard
FDN.STAT.CPRB.78	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).★
FDN.STAT.CPRB.79	Using a Venn diagram, apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★
FDN.STAT.CPRB.80	Find the conditional probability of A given B as the fraction of B ’s outcomes that also belong to A , and interpret the answer in terms of the model.★
FDN.STAT.CPRB.81	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.★ <i>Example: Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i>

Expected Value – EXVAL

Code	Standard
FDN.STAT.EXVAL.82	Use probabilities to make decisions.★ Example: The Idaho Department of Transportation classifies highways for overweight loads based on the probability of bridges on a highway failing under given vehicle weights.

PATHWAY STANDARDS OVERVIEW

Number and Quantity – NUMQ

Rational Exponents

Quantitative Reasoning

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Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Number and Quantity – NUMQ

Rational Exponents – RATX

Code	Standard
PTH.NUMQ.RATX.83	Rewrite expressions involving radicals and rational exponents using the properties of exponents. Example: Solving the volume of a cube formula, $V = s^3$, for s would involve rewriting the solution as either $s = \sqrt[3]{V}$ or $s = V^{1/3}$.

Complex Number Arithmetic – CPLX

Code	Standard
PTH.NUMQ.CPLX.84	Recognize there is a complex number i such that $i^2 = -1$, and show that every complex number has the form $a + bi$ where a and b are real. Example: Express the radical $\pm\sqrt{-24}$, using the imaginary unit, i, in simplified form. Expressing the radical using i in simplified form results in the expression $\pm 2i\sqrt{6}$.
PTH.NUMQ.CPLX.85	Add, subtract, and multiply complex numbers.

Complex Numbers in Polynomial Identities and Equations – CXPLY

Code	Standard
PTH.NUMQ.CXPLY.86	Solve quadratic equations with real coefficients that have complex solutions. Example: Find the complex solutions of the quadratic equation $5x^2 + 3x + 1 = 0$, with the solutions of $x = \frac{3}{10} + \frac{3}{5}i$ and $x = \frac{3}{10} - \frac{3}{5}i$.
PTH.NUMQ.CXPLY.87	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Algebra – ALGB

Structure of Expressions – EXPRS

Code	Standard
PTH.ALGB.EXPRS.88	Use the structure of linear, quadratic, exponential, polynomial, and rational expressions to identify ways to rewrite them. Example: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Equivalent Expressions – EXPRE

Code	Standard
PTH.ALGB.EXPRE.89	Factor a quadratic expression to reveal the zeros of the function it defines, including cases where $a \neq 1$.
PTH.ALGB.EXPRE.90	Use the properties of exponents to transform expressions for exponential functions. Example: The expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Operations with Polynomials and Rational Expressions – PLYR

Code	Standard
PTH.ALGB.PLYR.91	Add, subtract, multiply, and divide rational expressions.
PTH.ALGB.PLYR.92	Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.

Factors and Zeros of Polynomials – ZERO

Code	Standard
PTH.ALGB.ZERO.93	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
PTH.ALGB.ZERO.94	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Equations and Inequalities – EQNI

Code	Standard
PTH.ALGB.EQNI.95	Create one-variable equations and inequalities to solve problems including quadratic and rational functions.

Algebraic Reasoning – REAS

Code	Standard
PTH.ALGB.REAS.96	Solve rational and radical equations in one variable and give examples showing how extraneous solutions may arise.

Equations and Inequalities in One Variable – ONEV

Code	Standard
PTH.ALGB.ONEV.97	Solve quadratic equations in one variable by inspection including through completing the square and the quadratic formula, as appropriate to the initial form of the equation.
PTH.ALGB.ONEV.98	Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Systems of Equations – SYSE

Code	Standard
PTH.ALGB.SYSE.99	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Example: Find the points of intersection between the line $y = -3x$ and the circle.
PTH.ALGB.SYSE.100	Solve a system of linear equations as a single matrix equation using technology.

Functions – FUNC

Function Notation – NOTA

Code	Standard
PTH.FUNC.NOTA.101	Recognize that a sequence is a function, sometimes defined recursively, whose domain is a subset of the integers. Example: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$.

Reasoning with Functions – REAS

Code	Standard
PTH.FUNC.REAS.102	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries, end behavior; and periodicity.

Function Representations – REPR

Code	Standard
PTH.FUNC.REPR.103	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.★
PTH.FUNC.REPR.104	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.★
PTH.FUNC.REPR.105	Graph simple rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.★
PTH.FUNC.REPR.106	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.★

Code	Standard
PTH.FUNC.REPR.107	Use the properties of exponents to interpret exponential functions in applicable contexts. Example: The equation for radioactive decay is $A = A_0 \left(\frac{1}{2}\right)^{t/h}$. When A_0 is the original amount of a radioactive substance, A is the final amount, h is the half-life of the substance, and t is time. Hagerman, Idaho is a hotbed of fossil hunting. The half-life of Potassium-40 is about 1,250,000,000 years. If a feldspar crystal in the volcanic ash surrounding a fossil found in Hagerman contained 54 grams of Potassium-40 at time $t = 0$, how much Potassium-40 remains at time $t = 3,500,000$ years?
PTH.FUNC.REPR.108	Given algebraic and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric.

Functions that Model Relationships – MODL

Code	Standard
PTH.FUNC.MODL.109	Write a function that describes a relationship between two quantities, including quadratic, rational, radical, logarithmic and exponential functions.
PTH.FUNC.MODL.110	Combine standard function types using arithmetic operations. Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
PTH.FUNC.MODL.111	Compose functions. Example: If $T(h)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
PTH.FUNC.MODL.112	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★

Function Transformations, Inverses and Compositions – TIC

Code	Standard
PTH.FUNC.TIC.113	Find inverse functions algebraically and graphically.

Code	Standard
PTH.FUNC.TIC.114	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Example: $f(x) = 2x^3$ or $f(x) = \frac{x+1}{x-1}$ for $x \neq 1$
PTH.FUNC.TIC.115	Verify by composition that one function is the inverse of another.
PTH.FUNC.TIC.116	When applicable, read values of an inverse function from a graph or a table.
PTH.FUNC.TIC.117	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Trigonometric Functions and the Unit Circle – TRIGU

Code	Standard
PTH.FUNC.TRIGU.118	Identify radian measure as the ratio of the arc length subtended by a central angle to the length of the radius of the unit circle and use it to solve problems. Example: You live in New Meadows, Idaho, which is located on the 45 th parallel (45° North latitude). Approximately how far will you drive, in miles, to attend the Calgary Stampede? Calgary is located at 51°N latitude, almost due North of New Meadows. (Use $r = 3960$ miles for the radius of the Earth.)
PTH.FUNC.TRIGU.119	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers.
PTH.FUNC.TRIGU.120	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$, and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.
PTH.FUNC.TRIGU.121	Use the unit circle to explain periodicity of trigonometric functions.

Modeling with Inverse Trigonometric Functions – TRIGI

Code	Standard
PTH.FUNC.TRIGI.122	Model periodic phenomena using trigonometric functions with specified amplitude, frequency, and midline. Example: <i>This past summer you and your friends decided to ride the Ferris wheel at the Idaho State Fair. You wondered how high the highest point on the Ferris wheel was. You asked the operator, and he didn't know, but he told you that the height of the chair was 5 ft off the ground when you got on and the center of the Ferris wheel is 30 ft above that. You checked your phone when you got on and figured out that it took you 12 mins to make one full revolution. Create a model to show your height from the platform at any given time on the Ferris wheel.</i>
PTH.FUNC.TRIGI.123	Use inverse functions to solve trigonometric equations that arise in modeling contexts, evaluate the solutions using technology, and interpret them in terms of the context. ★

Trigonometric Identities – TIDN

Code	Standard
PTH.FUNC.TIDN.124	Use the Pythagorean identity, $\sin^2 \theta + \cos^2 \theta = 1$, to find the value of a trigonometric function given one trigonometric function and the quadrant of the angle. Example: <i>Suppose that $\cos(\theta) = \frac{2}{5}$ and that θ is in the 4th quadrant. Find the exact value of $\sin(\theta)$ and $\tan(\theta)$.</i>

Geometry – GEOM

Trigonometry with General Triangles – LSLC

Code	Standard
PTH.GEOM.LSLC.125	Explain and use the relationship between the sine and cosine of complementary angles.
PTH.GEOM.LSLC.126	Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems; resultant forces).

Equation of a Circle – EQCIR

Code	Standard
PTH.GEOM.EQCIR.127	Determine the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

Statistics, Probability, & Data Science – STAT

Descriptive Statistics – DESC

Code	Standard
FDN.STAT.DESC.128	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.★ Example: Estimate the percentage of all Idaho elk hunters who successfully filled their tag last year, using the results from Washington County hunters.
PTH.STAT.DESC.129	Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables, using statistics appropriate to the shape of the distribution for each quantitative variable.★ Example: Compare the histograms of the annual potato yields over the last 25 years for Idaho and Maine using the correct measures of center and spread for the shape of the histograms.
PTH.STAT.DESC.130	Construct a narrative about data for a particular audience.
PTH.STAT.DESC.131	Represent data on two quantitative variables on a scatter plot and describe how the variables are related. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★ Example: Use technology to fit a function of the relationship between the board-feet (measured in volume) of trees and the diameter of the trunks of the trees.

Statistical Design – DESI

Code	Standard
PTH.STAT.DESI.132	Recognize and describe implications of confounding variables in observational studies, including for making inferences. Example: The apparent relationship between ice cream sales and crime in large cities is confounded by effects of daytime temperature.

Code	Standard
PTH.STAT.DESI.133	Decide if a specified model is consistent with results from a given data-generating process (e.g., using simulation or validation with given data).★ Example: A model says a spinning coin falls heads up with probability 0.5. Would a result of 4 tails in a row cause you to question the model?

Independence and Conditional Probability – CPRB

Code	Standard
PTH.STAT.CPRB.134	Demonstrate understanding that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities and use this characterization to determine if they are independent.★
PTH.STAT.CPRB.135	Understand the conditional probability of A given B as $\frac{P(A \cap B)}{P(B)}$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.★
PTH.STAT.CPRB.136	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.★ Example: Collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
PTH.STAT.CPRB.137	Use permutations and combinations to compute probabilities of compound events and solve problems.★

Expected Value – EXVAL

Code	Standard
PTH.STAT.EXVAL.138	Calculate the expected value of a random variable; interpret it as the mean of the probability distribution of the variable.★

Code	Standard
PTH.STAT.EXVAL.139	Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.★ Example: Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.
PTH.STAT.EXVAL.140	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.★
PTH.STAT.EXVAL.141	Find the expected payoff for a game of chance.★ Example: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.

9-12 DIGITAL LITERACY, 2026

Idaho Content Standards 9-12 Digital Literacy



IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | 9-12 DIGITAL LITERACY

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DRAFT CREATED 06/2026

Preamble

During the 2025 Idaho Legislative Session, a new statewide digital literacy graduation requirement was officially adopted. To fulfill this requirement, students must complete a one-credit, stand-alone course explicitly aligned with these standards.

The Idaho Digital Literacy Standards were written to prepare students for the rapidly evolving demands of higher education, modern career pathways, and future workforce innovations. By becoming proficient in these standards, Idaho students will develop the technological agility, critical thinking, and digital citizenship necessary to thrive in an increasingly connected world.

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

Idaho 9-12 Digital Literacy Standards Committee

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9-12 Idaho Digital Literacy Standards

Code	Standard
<u>9-12.DL.1</u>	<u>Develop computational thinking skills by breaking problems into component parts and extracting key information to facilitate problem-solving.</u>
<u>9-12.DL.2</u>	<u>Create a program or algorithm that uses different forms of input and output.</u>
<u>9-12.DL.3</u>	<u>Make strategic use of digital tools to enhance understanding of findings, reasoning, and evidence.</u>
<u>9-12.DL.4</u>	<u>Use digital tools to analyze relevant data sets to facilitate problem-solving and decision-making.</u>
<u>9-12.DL.5</u>	<u>Research and be able to explain current security issues with hardware and software technology.</u>
<u>9-12.DL.6</u>	<u>Explain the social, economic, and ethical implications of computing practices, including the impacts of unethical use on individuals, organizations, and society.</u>
<u>9-12.DL.7</u>	<u>Explore viewpoints on cybersecurity from various perspectives. (e.g. security experts, privacy advocates, the government, personal)</u>
<u>9-12.DL.8</u>	<u>Discuss trade-offs such as privacy, safety, and convenience associated with data collection and large-scale analysis of personal information.</u>
<u>9-12.DL.9</u>	<u>Explain how the issues of equity, data access, and distribution of computing resources create a digital divide in local and global society.</u>
<u>9-12.DL.10</u>	<u>Demonstrate an understanding of the rights and responsibilities associated with using intellectual property.</u>
<u>9-12.DL.11</u>	<u>Explore digital identity and understand the permanence of digital actions, including the effect on current and future self.</u>
<u>9-12.DL.12</u>	<u>Demonstrate responsible digital citizenship (positive, safe, legal and ethical behavior) in the use of technology.</u>
<u>9-12.DL.13</u>	<u>Understand how emerging technologies sense, process, and interact in a connected environment.</u>
<u>9-12.DL.14</u>	<u>Evaluate the beneficial and harmful effects of current and emerging technologies on behavior and culture.</u>
<u>9-12.DL.15</u>	<u>Develop an introductory understanding of artificial intelligence and how it works.</u>
<u>9-12.DL.16</u>	<u>Explore the social, moral, ethical, and legal implications of artificial intelligence systems and the role of human oversight.</u>
<u>9-12.DL.17</u>	<u>Differentiate information from disinformation associated with digitally altered content to determine its reliability, authenticity and bias.</u>
<u>9-12.DL.18</u>	<u>Implement artificial intelligence prompt engineering strategies to support learning, solve problems, and optimize everyday tasks.</u>

K-8 TECHNOLOGY, 2026

Idaho Content Standards for K-8 Technology and Artificial Intelligence



IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | K-8 TECHNOLOGY

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THE ROLE OF STANDARDS

The Idaho Content Standards define what all students are expected to know and be able to do. They do not define how teachers should teach the standards. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards do not define the support materials that some students may need, nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English learners and for students with disabilities. All students must have the opportunity to learn rigorous grade level standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives. These standards define grade level expectations in mathematics for all students.

Standards vs. Curriculum

While the Idaho Department of Education reviews curricular materials as a service for school districts, no specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards. Local schools and districts make decisions about what resources will be used to teach the standards. Districts and schools can draw upon resources provided by the Department through the curricular materials review process to support their curricular review and selection process.

ORGANIZATION OF THE STANDARDS

Format for Each Category

This document is organized into three foundational categories: Computational Thinking, Digital Literacy, and Artificial Intelligence. Each category is structured by grade bands: K–2, 3–5, and 6–8. While students are expected to demonstrate proficiency in these standards by the end of each grade band, instruction is a shared responsibility. To ensure student success, these standards should be integrated into a balanced, comprehensive learning experience across every grade level, rather than falling solely on the final year of a grade band.

Standards Identifiers/Coding

Each standard is labeled first by the grade level (e.g., K-2), then the category (e.g., CT) and lastly by a numerical value (e.g., 3). This allows for easier identification of which standard is being taught or addressed within the classroom. The example above would be written as K-2.CT.3.

Throughout this document, clarification statements are *highlighted in pink* and *examples are highlighted in blue*.

STANDARDS WORK GROUP

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, industry partners, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

Idaho K-8 Artificial Intelligence Standards Committee:

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COMPUTATIONAL THINKING

Grades K-2

Computing Systems

<u>Code</u>	<u>Standard</u>
<u>K-2.CT.1.1</u>	<u>Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps).</u>
<u>K-2.CT.1.2</u>	<u>Use digital tools to create original artifacts.</u>

Data and Analysis

<u>Code</u>	<u>Standard</u>
<u>K-2.CT.2.1</u>	<u>Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes).</u>
<u>K-2.CT.2.2</u>	<u>Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted.</u>
<u>K-2.CT.2.3</u>	<u>Recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.</u>
<u>K-2.CT.2.4</u>	<u>Analyze age-appropriate data and look for similarities in order to identify patterns and categories.</u>
<u>K-2.CT.2.5</u>	<u>Identify a problem and select appropriate technology tools to explore and find solutions.</u>

Impacts of Computing

<u>Code</u>	<u>Standard</u>
<u>K-2.CT.3.1</u>	<u>Share ideas in multiple ways using digital tools</u>
<u>K-2.CT.3.2</u>	<u>Select technology to share ideas with different people.</u>
<u>K-2.CT.3.3</u>	<u>Select tools to broaden perspectives and enrich learning by collaborating with others and working effectively in teams locally and globally.</u>
<u>K-2.CT.3.4</u>	<u>Use a design process to develop ideas or creations, and they test their design and redesign if necessary.</u>

Algorithms and Programming

<u>Code</u>	<u>Standard</u>
<u>K-2.CT.4.1</u>	<u>Construct and test problem solutions using a block-based and/or visual programming.</u>
<u>K-2.CT.4.2</u>	<u>Construct an algorithm to accomplish a task.</u>
<u>K-2.CT.4.3</u>	<u>Follow the sequencing in an algorithm.</u>
<u>K-2.CT.4.4</u>	<u>Break a problem into parts and identify ways to solve the problem.</u>

<u>Code</u>	<u>Standard</u>
<u>K-2.CT.4.5</u>	<u>Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed.</u>
<u>K-2.CT.4.6</u>	<u>Use age-appropriate digital and nondigital tools to design something and are aware of the step-by-step process of designing.</u>
<u>K-2.CT.4.7</u>	<u>Understand how technology is used to make a task easier or repeatable and can identify real-world examples.</u>

Grades 3-5

Computing Systems

<u>Code</u>	<u>Standard</u>
<u>3-5.CT.1.1</u>	<u>Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems.</u>
<u>3-5.CT.1.2</u>	<u>Create step-by-step instructions that models intelligent behavior on computing devices.</u>
<u>3-5.CT.1.3</u>	<u>Recognize and utilize the features and functions of a variety of creation or communication tools.</u>
<u>3-5.CT.1.4</u>	<u>Create original works and learn strategies for remixing or repurposing to create new artifacts.</u>

Data and Analysis

<u>Code</u>	<u>Standard</u>
<u>3-5.CT.2.1</u>	<u>Use outcome data to solve a problem or answer a question.</u>
<u>3-5.CT.2.2</u>	<u>Understand how computers encode and store data.</u>
<u>3-5.CT.2.3</u>	<u>Collect feedback from both people and features embedded in digital tools and use age-appropriate technology to share learning.</u>
<u>3-5.CT.2.4</u>	<u>Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking.</u>
<u>3-5.CT.2.5</u>	<u>Select effective technology to represent data.</u>
<u>3-5.CT.2.6</u>	<u>Navigate age-appropriate technologies and begin to transfer their learning to different tools or learning environments.</u>

Impacts of Computing

<u>Code</u>	<u>Standard</u>
<u>3-5.CT.3.1</u>	<u>Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.</u>
<u>3-5.CT.3.2</u>	<u>Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.</u>
<u>3-5.CT.3.3</u>	<u>Communicate ideas textually visually and graphically.</u>
<u>3-5.CT.3.4</u>	<u>Consider their expected audience when creating and sharing digital artifacts and presentations.</u>

<u>Code</u>	<u>Standard</u>
<u>3-5.CT.3.5</u>	<u>Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</u>

Networks and the Internet

<u>Code</u>	<u>Standard</u>
<u>3-5.CT.4.1</u>	<u>Demonstrate how a device on a network sends and receives information.</u>

Algorithms and Programming

<u>Code</u>	<u>Standard</u>
<u>3-5.CT.5.1</u>	<u>Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle.</u>
<u>3-5.CT.5.2</u>	<u>Construct and test problem solutions using block-based and or text-based programming.</u>
<u>3-5.CT.5.3</u>	<u>Generate a list of sub-problems to consider while addressing a larger problem.</u>
<u>3-5.CT.5.4</u>	<u>Explain that computer program design is an iterative process that includes the following steps: define the problem, generate ideas, build a program, test the program, improve the program.</u>
<u>3-5.CT.5.5</u>	<u>Explain and debug the sequencing in an algorithm.</u>
<u>3-5.CT.5.6</u>	<u>Construct an algorithm to accomplish a task.</u>
<u>3-5.CT.5.7</u>	<u>Break down problems into smaller parts, identify key information, and propose solutions.</u>
<u>3-5.CT.5.8</u>	<u>Understand and explore basic concepts related to automation, patterns and algorithmic thinking.</u>
<u>3-5.CT.5.9</u>	<u>Use digital and nondigital tools to plan and manage a design process.</u>

Grades 6-8**Computing Systems**

<u>Code</u>	<u>Standard</u>
<u>6-8.CT.1.1</u>	<u>Apply troubleshooting strategies for solving hardware and software problems.</u>
<u>6-8.CT.1.2</u>	<u>Compare and contrast the ways that humans and machines process instructions and sense the world.</u>
<u>6-8.CT.1.3</u>	<u>Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.</u>
<u>6-8.CT.1.4</u>	<u>Select appropriate platforms and tools to create, share and communicate their work effectively.</u>
<u>6-8.CT.1.5</u>	<u>Create original works or responsibly repurpose or remix other digital resources into new creative artifacts.</u>
<u>6-8.CT.1.6</u>	<u>Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.</u>

Data and Analysis

Code	Standard
<u>6-8.CT.2.1</u>	<u>Compare and contrast the factors that affect quality and file size of stored data.</u>
<u>6-8.CT.2.2</u>	<u>Justify the selection of the data, collection, and analysis needed to answer a question.</u>
<u>6-8.CT.2.3</u>	<u>Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior.</u>
<u>6-8.CT.2.4</u>	<u>Encode and decode information using encryption/decryption schemes.</u>
<u>6-8.CT.2.5</u>	<u>Identify layers of abstraction in different contexts (e.g., objected oriented programming, video and animation, etc.)</u>
<u>6-8.CT.2.6</u>	<u>Apply problem solving techniques by computing for data analysis, modeling or algorithmic thinking.</u>

Impacts of Computing

Code	Standard
<u>6-8.CT.3.1</u>	<u>Design user interfaces to be more user-friendly, free of bias, and accessible.</u>
<u>6-8.CT.3.2</u>	<u>Find or organize data and use technology to analyze and represent it to solve problems, and make decisions about trade-offs and risks.</u>
<u>6-8.CT.3.3</u>	<u>Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.</u>
<u>6-8.CT.3.4</u>	<u>Explore how computer science fosters innovation and enhances other careers and disciplines.</u>
<u>6-8.CT.3.5</u>	<u>Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</u>
<u>6-8.CT.3.6</u>	<u>Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.</u>
<u>6-8.CT.3.7</u>	<u>Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, computer malware and social engineering; they also understand the limitations of data management and how data collection technologies work.</u>
<u>6-8.CT.3.8</u>	<u>Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.</u>
<u>6-8.CT.3.9</u>	<u>Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</u>

Networks and the Internet

Code	Standard
<u>6-8.CT.4.1</u>	<u>Demonstrate (e.g., physically or digitally) the flow of information as packets on the Internet and networks.</u>

<u>Code</u>	<u>Standard</u>
<u>6-8.CT.4.2</u>	<u>Compare and contrast the trade-offs between wired, wireless, and mobile networks (e.g. speed, security, and cost).</u>

Algorithms and Programming

<u>Code</u>	<u>Standard</u>
<u>6-8.CT.5.1</u>	<u>Compare different algorithms that may be used to solve the same problem.</u>
<u>6-8.CT.5.2</u>	<u>Interpret, modify, and analyze content-specific models used to run simulations.</u>
<u>6-8.CT.5.3</u>	<u>Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.</u>
<u>6-8.CT.5.4</u>	<u>Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.</u>
<u>6-8.CT.5.5</u>	<u>Predict the outcome of an algorithm and then step through it to verify your predictions.</u>
<u>6-8.CT.5.6</u>	<u>Decompose a problem into sub- problems and demonstrate how the parts can be incorporated to create a solution.</u>
<u>6-8.CT.5.7</u>	<u>Use debugging and testing to remove errors and improve program quality.</u>
<u>6-8.CT.5.8</u>	<u>Break problems into component parts, identify key pieces and use that information to problem solve.</u>
<u>6-8.CT.5.9</u>	<u>Select and use digital tools to support a design process; to identify constraints and trade-offs, and to weigh risks.</u>

DIGITAL LITERACY

Grades K-2

Empowered Learner

<u>Code</u>	<u>Standard</u>
<u>K-2.DL.1.1</u>	<u>Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.</u>
<u>K-2.DL.1.2</u>	<u>Understand that a wide range of jobs require knowledge or use of computing.</u>
<u>K-2.DL.1.3</u>	<u>Demonstrate an understanding that technology is all around them and the importance of keeping their information private.</u>

Digital Citizen

<u>Code</u>	<u>Standard</u>
<u>K-2.DL.2.1</u>	<u>Practice responsible digital citizenship and decision making using positive, safe, legal and honest behaviors in the use of technology systems and software.</u>
<u>K-2.DL.2.2</u>	<u>Demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.</u>

Knowledge Constructor

<u>Code</u>	<u>Standard</u>
<u>K-2.DL.3.1</u>	<u>Locate and identify computing, input, and output devices in a variety of environments.</u>
<u>K-2.DL.3.2</u>	<u>Demonstrate how to operate a variety of computing devices by turning on, navigating, opening/closing programs or apps as appropriate.</u>
<u>K-2.DL.3.3</u>	<u>Identify, using accurate terminology, simple hardware and software problems.</u>
<u>K-2.DL.3.4</u>	<u>Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning.</u>

Creative Communicator

<u>Code</u>	<u>Standard</u>
<u>K-2.DL.4.1</u>	<u>Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map).</u>
<u>K-2.DL.4.2</u>	<u>Choose different tools for creating something new for communicating with others.</u>
<u>K-2.DL.4.3</u>	<u>Use technology to communicate with others and to look at problems from different perspectives.</u>

Global Collaborator

Code	Standard
<u>K-2.DL.5.1</u>	<u>Explain that networks link people using computers and other computing devices allowing them to communicate, access, and share information.</u>

Grades 3-5**Empowered Learner**

Code	Standard
<u>3-5.DL.1.1</u>	<u>Analyze a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</u>

Digital Citizen

Code	Standard
<u>3-5.DL.2.1</u>	<u>Practice responsible digital citizenship using positive, safe, legal and ethical behaviors in the use of technology systems and software.</u>
<u>3-5.DL.2.2</u>	<u>Explain ethical issues that relate to equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks.</u>

Knowledge Constructor

Code	Standard
<u>3-5.DL.3.1</u>	<u>Identify how computational devices impact daily life.</u>
<u>3-5.DL.3.2</u>	<u>Gather, manipulate, and evaluate digital data to explore a real-world problem that is of interest to the student.</u>
<u>3-5.DL.3.3</u>	<u>Explore the connections between computer science and other fields.</u>

Global Collaborator

Code	Standard
<u>3-5.DL.4.1</u>	<u>Generate examples of how the use of computing can affect society and how society can influence the use of computing.</u>

Grades 6-8Empowered Learner

<u>Code</u>	<u>Standard</u>
<u>6-8.DL.1.1</u>	<u>Actively collect performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.</u>
<u>6-8.DL.1.2</u>	<u>Compare and contrast the capabilities of different hardware and software in computer systems.</u>

Digital Citizen

<u>Code</u>	<u>Standard</u>
<u>6-8.DL.2.1</u>	<u>Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions.</u>
<u>6-8.DL.2.2</u>	<u>Describe the positive and negative impacts of computing devices in daily life.</u>
<u>6-8.DL.2.3</u>	<u>Explain ethical issues that relate to equity of access, security, privacy, ownership and information sharing, copyright, and licensing.</u>
<u>6-8.DL.2.4</u>	<u>Understand and explain the elements of federal, state, and local regulations and policies including COPPA, CIPA, state laws, district policies that relate to digital citizenship.</u>

Knowledge Constructor

<u>Code</u>	<u>Standard</u>
<u>6-8.DL.3.1</u>	<u>Identify different features of everyday objects that contain computing components.</u>
<u>6-8.DL.3.2</u>	<u>Predict positive and negative social impacts of existing or student created content and computational artifacts including economic, entertainment, education, or political.</u>

Creative Communicator

<u>Code</u>	<u>Standard</u>
<u>6-8.DL.4.1</u>	<u>Create and communicate computational artifacts that have a positive social impact.</u>
<u>6-8.DL.4.2</u>	<u>Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</u>

Global Collaborator

<u>Code</u>	<u>Standard</u>
<u>6-8.DL.5.1</u>	<u>Explain how the Internet impacts global communication and collaboration.</u>
<u>6-8.DL.5.2</u>	<u>Summarize current events and changes resulting from computing and their effects on education, the workplace, and society.</u>

ARTIFICIAL INTELLIGENCE (AI)

Preface

These Artificial Intelligence (AI) Academic Standards for grades K–8 are designed to help Idaho students develop the knowledge, skills, and dispositions needed to understand, use, evaluate, and respond to AI in a safe, ethical, responsible, and age-appropriate manner. The standards are intended to support AI literacy across the elementary and middle grades by helping students understand what AI is, how it is used, how it affects individuals and society, and how students can make informed decisions when interacting with AI systems and AI-generated content. The term "AI" throughout the standards is intended to encompass all current and future forms of artificial intelligence that may be used in society.

These standards are not intended to prescribe curriculum, specific instructional materials, software, tools, platforms, or teaching methods. Local Education Agencies (LEAs) and educators retain responsibility for determining how the standards are taught and how instruction is adapted to meet student needs, local context, course content, and available resources. Because AI technologies continue to change rapidly, the standards emphasize durable concepts, responsible practices, critical thinking, human judgment, and ethical decision-making rather than any single product or tool.

The examples are provided for clarification and illustration only. They are not an exhaustive list of possible topics or required activities, nor limits on how the standards may be taught. The examples are intended to show possible ways a standard may appear in instruction. Still, they should not be interpreted as the only acceptable way to teach or assess the standard.

At the foundational K-5 level, AI Systems, AI Privacy and Safety, and AI Literacy categories are designed to be taught across all subject areas. Three of the 6-8 categories, AI-Assisted Learning & Literacy for Students, AI in Society, and AI Privacy, Safety & Ethics, are intended for instruction across all content areas. These strands address foundational AI literacy, responsible use, academic integrity, information evaluation, human oversight, privacy, safety, ethics, accessibility, bias, and the impact of AI on communities and society. These concepts are relevant whenever students encounter, discuss, evaluate, or use AI-supported tools in school or daily life.

At the 6-8 level, the AI Systems category is designed primarily for more technical learning environments, such as computer science, STEM, robotics, engineering, career technical education, or other courses in which students study how AI systems are designed, trained, tested, evaluated, and improved. While all educators may introduce age-appropriate concepts

from this category when they naturally support instruction, the deeper technical expectations in this section are intended for courses where students have opportunities to examine AI systems, data, models, classification, prediction, generation, testing, and refinement in greater depth.

Together, these standards support a human-centered approach to AI education. Students should learn that AI can assist with learning, creativity, communication, analysis, and problem-solving, but that humans remain responsible for asking meaningful questions, evaluating results, protecting privacy, making ethical decisions, and demonstrating their own understanding.

Grades K-2AI Systems

<u>Code</u>	<u>Standard</u>
<u>K-2.AI.1.1</u>	<u>Identify that AI systems learn from examples provided by humans.</u> <u><i>Example: Students view a picture-sorting game that learned to recognize cats and dogs from labeled photos. Discussion: "Who taught it? Who picked the pictures?"</i></u>
<u>K-2.AI.1.2</u>	<u>Distinguish between decisions made by humans and outputs made by computers.</u> <u><i>Example: Compare a librarian's book recommendations based on student rapport to app recommendations based on user history. Discussion: "Who made that choice?"</i></u>
<u>K-2.AI.1.3</u>	<u>Explain that computers use data, identify patterns, and apply algorithms to make decisions.</u> <u><i>Example: Students sort a variety of objects (into self-identified categories), then connect that process to how a computer learns to sort pictures after seeing many examples.</i></u>
<u>K-2.AI.1.4</u>	<u>Explain that AI tools are created by humans to solve specific problems.</u> <u><i>Clarification: This builds up to the development and application of emerging technologies in grades 3-5.</i></u> <u><i>Example: Students learn about a voice assistant and ask: "What problem does this solve? Who built it?"</i></u>
<u>K-2.AI.1.5</u>	<u>Identify an example of bias.</u> <u><i>Example: Students draw a picture of a scientist and notice whether they all look similar. Why?</i></u>

AI Privacy and Safety

<u>Code</u>	<u>Standard</u>
<u>K-2.AI.2.1</u>	<u>Identify personally identifiable information (PII) that should be kept confidential.</u> <u><i>Example: Students play a "share or keep private?" sorting game with examples such as home address, favorite color, school name, etc. then discuss what's safe to share.</i></u>

Code	Standard
<u>K-2.AI.2.2</u>	<u>Describe how AI tools can be used safely.</u> <i><u>Clarification:</u> The expectation is simply that students recognize where these tools show up in their lives and how to access them safely in those situations.</i> <i><u>Example:</u> Students review simple guidelines for AI use and practice applying those rules to short scenarios.</i>
<u>K-2.AI.2.3</u>	<u>Identify that technology does not have human emotions despite tools designed to exhibit these characteristics.</u> <i><u>Example:</u> After a chatbot says "I'm happy to help!", students discuss: "Does the computer actually feel happy? How is that different from when you feel happy?"</i>

AI Literacy

Code	Standard
<u>K-2.AI.3.1</u>	<u>Identify how the quality of a prompt affects the output.</u> <i><u>Example:</u> Have the class follow vague instructions (i.e. "Draw an animal") compared to detailed instructions (i.e. detailed instructions around drawing a giraffe). Discuss the differences in ability to meet the vision with the two sets of instructions.</i>
<u>K-2.AI.3.2</u>	<u>Create clear instructions ("prompts") that others can easily follow.</u> <i><u>Example:</u> Students give a partner step-by-step instructions to recreate a design or task, following them exactly. Connect this to how vague prompts lead to unexpected AI results.</i>
<u>K-2.AI.3.3</u>	<u>Explain the need for human review of AI outputs prior to using or sharing.</u> <i><u>Clarification:</u> These outputs could include text, images, videos, etc.</i> <i><u>Example:</u> The teacher shows AI-generated outputs of varying quality, then reviews the result as a class. Discussion: "Would you share this without checking it first? What if it was wrong?"</i>
<u>K-2.AI.3.4</u>	<u>Describe appropriate uses of AI in an academic setting.</u> <i><u>Clarification:</u> Appropriateness is context-dependent. The goal is for students to develop the critical thinking skills to evaluate this on a case-by-case basis.</i> <i><u>Example:</u> Students sort school tasks (writing a story, practicing math facts, looking up a word) into red light (AI should not be used), yellow light (use caution and strong oversight) and green light (strong example of using AI with limited oversight) categories.</i>

Code	Standard
<u>K-2.AI.3.5</u>	<u>Identify examples of AI tools in everyday life and community.</u> <i><u>Example:</u> Students keep a class "AI Spotter" chart for a week, logging AI they notice at home or school, then discuss: "How did it know what to do?" Students can discuss ways AI is used in the community including career connections.</i>
<u>K-2.AI.3.6</u>	<u>Describe the difference between humans making a choice and AI recognizing a pattern to provide an output.</u> <i><u>Clarification:</u> This standard is useful to differentiate between critical thinking and lived experiences driving human decision-making versus pattern recognition driving AI outputs.</i> <i><u>Example:</u> Ask students what their favorite ice cream is and collect responses. Display an AI-generated answer to the question. Ask how they came to that decision (they've tasted and enjoyed it) versus how AI generates an output (by data).</i>

Grades 3-5

AI Systems

Code	Standard
<u>3-5.AI.1.1</u>	<u>Describe how different AI training models use various quantities of data.</u> <i><u>Example:</u> Students compare a spell-checker trained on a small word list to a large language model trained on vast quantities of texts. Discussion: "Why would more data sometimes help, and could it ever cause problems?"</i>
<u>3-5.AI.1.2</u>	<u>Explore how AI systems use algorithms and patterns in data to make predictions or classifications.</u> <i><u>Example:</u> Students discuss why a music app or streaming platform keeps suggesting media similar to ones they already liked, discovering the app looks for patterns in streaming history.</i>
<u>3-5.AI.1.3</u>	<u>Describe how the quality and quantity of training data affects AI output.</u> <i><u>Clarification:</u> While the students don't need to be directly using a large language model, the teacher can model this process, have an unplugged discussion/lesson, etc.. This standard is intended to be assessed by the end of fifth grade.</i> <i><u>Example:</u> Students try to guess what a picture is with only a fraction viewable at a time and discuss how making predictions can change depending on how much information is given. Students connect this concept to AI inputs and outputs.</i>

Code	Standard
<u>3-5.AI.1.4</u>	<u>Compare the functions of AI to human critical thinking.</u> <u><i>Example: Students discuss what informs a human response vs. an AI tool output. e.g. "What season is your favorite, and why?"</i></u>
<u>3-5.AI.1.5</u>	<u>Explain what bias is and how it happens.</u> <u><i>Example: Students share their preferences for a class pet and give reasons why. The class discusses the lived experiences and perspectives that contribute to their preferences.</i></u>

AI Privacy and Safety

Code	Standard
<u>3-5.AI.2.1</u>	<u>Explain the importance of making responsible choices to protect personally identifiable information (PII).</u> <u><i>Example: Students walk through a scenario where a video game or website asks for their name, home address, favorite color, shoe size, etc. then evaluate which inputs are necessary and which create risk.</i></u>
<u>3-5.AI.2.2</u>	<u>Explain how data may be collected, stored, shared, or used by digital tools.</u> <u><i>Example: Students create a flowchart showing how a single search term moves through potential storage, training use, and/or ad targeting.</i></u>
<u>3-5.AI.2.3</u>	<u>Explain why AI does not have human emotions, beliefs, or intentions despite models designed to exhibit these characteristics.</u> <u><i>Clarification: Student knowledge is limited to the concepts of prompting, training, pattern recognition, etc. by 5th grade.</i></u> <u><i>Example: Students discuss a chatbot response that says "I feel really excited!" and distinguish between language generated from patterns versus a human actually feeling something.</i></u>

AI Literacy

Code	Standard
<u>3-5.AI.3.1</u>	<u>Evaluate when using an AI tool is appropriate for a given task.</u> <u><i>Example: Students evaluate scenarios (e.g. writing a personal reflection, summarizing an article, resolving a disagreement) and decide whether the task is red light (AI should not be used), yellow light (use caution and strong oversight) and green light (strong example of using AI with limited oversight) categories.</i></u>

<u>Code</u>	<u>Standard</u>
<u>3-5.AI.3.2</u>	<u>Provide examples of how flawed or incomplete data can cause inaccurate or biased results.</u> <u>Example: Students discuss a survey that allowed only responses from a single grade but that data was supposed to be representative of the whole school. This example could be extended to include AI by putting those responses into an AI tool that was allowed to make a school wide choice.</u>
<u>3-5.AI.3.3</u>	<u>Demonstrate the role of human review to evaluate AI-generated outputs for accuracy and bias before use.</u> <u>Example: Students compare an AI-generated summary of a text to the original text to identify any flaws.</u>
<u>3-5.AI.3.4</u>	<u>Construct and revise detailed prompts with age-appropriate context to communicate a task or question.</u> <u>Example: Students start with a prompt such as "Write a story" or "Brainstorm ideas for." Then students add context (e.g. audience, length, setting, tone) and compare the outputs as they revise.</u>
<u>3-5.AI.3.5</u>	<u>Explain the importance of disclosure when AI was used for academic tasks.</u> <u>Example: Students examine two work samples: one generated by AI and submitted as their own work (with no disclosure) and a second with a detailed AI disclosure statement about where and how AI was used in the assignment. Debate the integrity of the two scenarios.</u>
<u>3-5.AI.3.6</u>	<u>Explore the historical development and applications of AI tools.</u> <u>Clarification: The goal of this standard is to build a basic understanding of the development and application of AI which builds to later standards.</u> <u>Example: Students build a timeline tracing AI development through time, then map specific AI applications onto career fields they recognize (healthcare, farming, music, sports). Discussion: "Where did this technology come from? Who uses it now? Where does generative AI fit in that larger story?"</u>

Grades 6-8AI Systems

<u>Code</u>	<u>Standard</u>
<u>6-8.AI.1.1</u>	<u>Explain how people design, train, improve, and monitor AI systems, how AI systems identify patterns in data to generate outputs, and why humans remain responsible for important decisions and outcomes.</u> <u><i>Example: Articulating the concept of 'human-in-the-loop' by identifying scenarios where human judgment, empathy, and ethical reasoning must guide or override AI-based suggestions (i.e., Medical diagnosis, criminal sentencing, and student education placement decisions, where AI may inform the process, but a human must review, decide, and take responsibility for the outcome).</i></u>
<u>6-8.AI.1.2</u>	<u>Create and evaluate representations of data, rules, prompts, categories, or examples used by an AI system, and explain how those representations affect the system's outputs.</u> <u><i>Example: Creating, testing, and revising prompts, categories, or training examples for an AI system, then explaining how changes to those representations affect the quality, accuracy, or fairness of the AI's outputs.</i></u>
<u>6-8.AI.1.3</u>	<u>Analyze how the variety and quality of training data can impact the functionality and outcomes of an AI system.</u> <u><i>Example: Building a sorting model using only examples from one category, then introducing new examples that the model hasn't seen, and analyzing where and why it fails.</i></u>
<u>6-8.AI.1.4</u>	<u>Develop, train, test, and refine a simple and ethical classification, prediction, or generation model using an age-appropriate tool, simulation, or unplugged process, and interpret the results.</u> <u><i>Examples: Unplugged: Students act as human designers by creating manual classification logic on poster boards. For example, students could create "feature cards" (e.g., "Has fur," "Barks") and build a logic flow to categorize mystery objects, essentially acting as the AI model themselves. Digital: Using a visual machine learning platform, students define a simple task, such as creating a model that recognizes hand gestures (e.g., rock, paper, scissors) to trigger actions on a screen.</i></u>

AI Privacy, Safety, & Ethics

Code	Standard
<u>6-8.AI.2.1</u>	<u>Practice responsible and safe AI use by identifying potential risks, protecting personal and identifiable data, applying appropriate safeguards, and carefully managing the information shared during AI interactions.</u> <u><i>Example: Adjusting privacy settings, understanding terms of service, anonymizing data, awareness of use, and retention of personal data.</i></u>
<u>6-8.AI.2.2</u>	<u>Evaluate AI tools and systems for fairness, accessibility, transparency, explainability, privacy, safety, intellectual property, and accuracy, including how they may help and harm different groups.</u> <u><i>Example: Conducting a structured review of an AI tool to identify potential biases (fairness), review its terms of service (privacy), and determine if it creates barriers or expands access (accessibility) for diverse users.</i></u>
<u>6-8.AI.2.3</u>	<u>Use AI tools in ways that demonstrate academic integrity by maintaining ownership of learning and original work, appropriately acknowledging and communicating how AI assistance contributed to assignments, projects and other products.</u> <u><i>Example: Using citations and/or disclosure statements, recognizing when AI use prevents rather than supports personal understanding.</i></u>
<u>6-8.AI.2.4</u>	<u>Analyze the differences between human interaction and AI interaction by recognizing that AI lacks sentience, emotions, and personal beliefs.</u> <u><i>Example: Distinguishing between conversational simulation and genuine human social connection, and understanding that AI responses are generated by language patterns rather than reflections of personal experience, feelings, or consciousness. Discussing and warning of the possible dangers of AI Companions and anthropomorphism of AI platforms.</i></u>

AI-Assisted Learning & Literacy

Code	Standard
<u>6-8.AI.3.1</u>	<u>Analyze the strengths and limitations of humans versus AI to determine when AI is an appropriate tool for a task.</u> <u><i>Example: Summarizing, aggregating, or cross-referencing large data sets.</i></u>
<u>6-8.AI.3.2</u>	<u>Collaborate with AI systems by providing clear goals, context, and feedback, refining interactions based on results, and using iterative exchanges to improve outcomes.</u> <u><i>Example: Asking an AI to summarize a historical event, assess whether key details are accurate, then ask follow-up questions to fill gaps or correct errors.</i></u>

<u>Code</u>	<u>Standard</u>
<u>6-8.AI.3.3</u>	<u>Evaluate AI tools and generated content for credibility, transparency, intended purpose, accuracy, reliability, and appropriateness for a specific learning task, including distinguishing between original and AI-generated content.</u> <u><i>Example: Identifying synthetic media, hallucination, and deepfakes, and verifying facts through cross-referencing with multiple credible sources.</i></u>
<u>6-8.AI.3.4</u>	<u>Define the various types of AI and their uses.</u> <u><i>Example: Discussing predictive, generative, agentic, and other types, both historic and those that may be developed.</i></u>
<u>6-8.AI.3.5</u>	<u>Challenge AI models by purposefully experimenting with complex prompts to discover their limitations, recognize potential errors, and understand when outputs are unreliable.</u> <u><i>Example: Testing an AI by asking it to explain a simple concept using impossible constraints, or by presenting it with a "trick" question to see if it mistakenly presents false information (hallucinations) as fact.</i></u>

AI in Society

<u>Code</u>	<u>Standard</u>
<u>6-8.AI.4.1</u>	<u>Evaluate how AI solves real-world problems and influences the workforce by creating, replacing, or transforming job roles.</u> <u><i>Example: Researching a career like logistics or graphic design to analyze how current AI tools are impacting that field, or creating new job roles.</i></u>
<u>6-8.AI.4.2</u>	<u>Explain the roles humans play in creating, prompting, training, monitoring, and improving AI systems, and describe why humans must remain responsible for consequential decisions.</u> <u><i>Example: Examining why human judgment is necessary for topics including medical decisions, criminal justice, hiring, student education placement, etc.</i></u>
<u>6-8.AI.4.3</u>	<u>Analyze how AI has changed and may continue to change how people live, work, and interact, considering intended and unintended impacts on local and global communities, cultures, and the environment.</u> <u><i>Example: Investigating how AI-generated images, videos, and text can shape the understanding of information or spread misinformation and influence how people understand events and issues.</i></u>

Code	Standard
<u>6-8.AI.4.4</u>	<u>Evaluate how AI tools can increase access to learning, communication, and participation for individuals with diverse needs while also identifying ways AI systems may create or reinforce barriers, bias, or inequities.</u> <u><i>Example: Evaluating how AI tools can help people with different language, reading, or communication needs access information while identifying examples where AI-generated results may be less accurate or helpful for some groups.</i></u>

Artificial Intelligence Glossary

This glossary is not comprehensive, nor are all the terms used in the standards. They are included for reference.

Agentic AI: AI systems designed to independently plan, execute, and adjust actions to achieve a specific goal with minimal human intervention, often capable of working across multiple tools or applications.

Algorithms: A step-by-step set of instructions used to solve a problem or complete a task.

AI Companion: A highly personalized, conversational AI designed to simulate human-like relationships, offering emotional support, companionship, and customized personalities rather than just executing practical tasks.

AI Literacy: AI Literacy represents technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.

AI Systems/Models: A computer program or machine designed to perform tasks such as learning from data, recognizing patterns, understanding language, and generating content.

AI Tools: Software applications that use artificial intelligence technologies—such as machine learning and natural language processing—to automate tasks, analyze data, and generate content.

Anthropomorphism: The cognitive tendency to attribute human traits, emotions, intentions, or consciousness to AI systems, which can lead to unrealistic expectations, misplaced trust, or the mistaken belief that an AI platform is capable of genuine social connection or personal experience.

Artificial Intelligence (AI): Software that can recognize patterns, generate content, and make predictions.

Automation: The use of technology to perform tasks, processes, or workflows with minimal human assistance to increase efficiency, speed, or precision.

Bias: A characteristic that may occur in an AI system where results are inaccurate or unfair because of the data, assumptions, or design choices used in creating the system.

Deepfakes: A specific type of synthetic media where a person in an existing image or video is replaced with someone else's likeness, or where audio is fabricated, using AI to create deceptive or realistic content.

Explainability: The ability to understand and communicate how an algorithmic system or AI model reaches its conclusions.

Generative AI (Gen AI): A type of AI that produces new, original content, such as text, images, audio, code, or video, in response to user prompts.

Hallucination: An occurrence where an AI model generates information that is false, nonsensical, or unfaithful to the source data, while confidently presenting it as fact.

Human-Centered: An approach where AI is used specifically to support human inquiry. It ensures that humans remain responsible for the initial objective, final decision-making, oversight, and ethical reflection at the beginning and end of every task (Human→AI→Human).

Human-in-the-loop: A model of interaction where a human is required to participate in a process, such as verifying, approving, or correcting, to ensure the accuracy, safety, and ethical alignment of AI-generated outcomes.

Inputs: The raw data, prompts, or instructions fed into a system.

Large Language Model (LLM): A specific type of Generative AI trained on vast amounts of text data to recognize, predict, and generate human-like text responses.

Machine Learning: A subfield of AI where computer systems are trained to identify patterns in large datasets, allowing them to improve their performance on tasks over time without being explicitly programmed for every step.

Patterns: Repeated trends, relationships, or similarities that can be observed in information, events, or data. In AI, patterns are used by AI systems to learn from data and make predictions, classifications, or decisions.

Personally Identifiable Information (PII): Information that can be used to identify a specific person, such as a name, home address, phone number, email address, or student ID number.

Predictive AI: AI models that analyze historical and existing data to make forecasts or estimations about future events, trends, or outcomes.

Outputs: The synthesized results or generated content the AI produces in response to inputs.

Synthetic media: Content, such as images, audio, video, or text, that has been created, modified, or generated by AI, often used to simulate reality.

Training Data: The collection of examples (such as text, images, audio, or video) used to teach machine learning models (including AI) how to perform specific tasks.

GRADES 9-12, 2026

Idaho Content Standards for 9-12 Artificial Intelligence



Idaho Department of Education
Content and Curriculum | 9-12 Artificial Intelligence

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THE ROLE OF STANDARDS

The Idaho Content Standards define what all students are expected to know and be able to do. They do not define how teachers should teach the standards. A great deal is left to the discretion of local school districts, charters, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards do not define the support materials that some students may need, nor the advanced materials that others may need access to. All students must have the opportunity to learn rigorous grade level standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives. These standards define grade level expectations in all subjects for all students.

Standards vs. Curriculum

While the Idaho Department of Education reviews curricular materials as a service to local educational agencies (LEAs), no specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards. LEAs make decisions about what resources will be used to teach the standards. LEAs can draw upon resources provided by the Department through the curricular materials review process to support their curricular review and selection process.

Organization of the Standards

These Idaho Content Standards for Artificial Intelligence are intentionally designed to serve students across grades 9 through 12, establishing a cohesive and progressive sequence for AI literacy. The standards are structured into primary domains that reflect the breadth of AI education, ranging from foundational fluency to critical impact analysis and technical aptitude. Each specific learning expectation is assigned a unique alphanumeric identifier to ensure clarity and easy navigation. The coding system follows a structured hierarchy ('GradeLevel.Domain.SubDomain.StandardNumber') which allows educators to quickly locate relevant content. For instance, the code '9-12.AIF.AU.1' systematically breaks down to identify the grade range (9-12), the primary domain (AI Fluency, or AIF), the specific sub-domain (Appropriate Use, or AU), and the individual standard number (1). This organization facilitates consistency across all subjects, helping educators align their instruction with state expectations.

Throughout this document, clarification statements are *highlighted in pink* and *examples are highlighted in blue*.

STANDARDS WORK GROUP

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, industry partners, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

Idaho 9-12 AI Standards Committee:

Ben Peterson

Jenna Boggan

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Sarah Allen

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The AI Fluency standards are introductory standards recommended for 9th and 10th-grade students to develop the essential competencies required to navigate, utilize, and critically evaluate artificial intelligence in academic and professional settings. These standards emphasize the importance of discerning when to integrate AI tools versus traditional methods, while fostering an understanding of AI's cognitive impact, the mechanics of simulated environments, and the ability to interpret and communicate AI-generated outputs effectively. By bridging computing knowledge with personal and career goals, these standards aim to cultivate the critical thinking skills necessary for students to approach AI with a balanced perspective on its potential and its limitations.

Appropriate Use

<u>Code</u>	<u>Standard</u>
<u>9-12.AIF.AU.1</u>	<u>Understand when AI versus non-AI solutions are appropriate.</u> <i>Clarification: Appropriateness is context-dependent. The goal is for students to develop the critical thinking skills to evaluate this on a case-by-case basis.</i>
<u>9-12.AIF.AU.2</u>	<u>Recognize that some AI can handle cognitive tasks, but reliance on AI might diminish individual human cognitive and emotional development.</u> <i>Example: A student can use an AI tool to generate a report or do other schoolwork that is designed for student cognitive development. Moreover, some people use “AI Companions” for emotional support, which may affect recognition of human emotion in negative ways.</i>
<u>9-12.AIF.AU.3</u>	<u>Explain the difference between physical and simulated environments.</u>
<u>9-12.AIF.AU.4</u>	<u>Understand that Large Language Models (LLM) are just one type of AI model and that others exist with different purposes.</u> <i>Example: LLMs are trained on natural language text and generate text, whereas diffusion models are used for image generation, decision tree models can classify, linear regression models can predict numeric values, etc.</i>

College and Career Readiness

<u>Code</u>	<u>Standard</u>
<u>9-12.AIF.CC.1</u>	<u>Interpret AI output and be able to communicate those to a diverse audience.</u> <u><i>Example: Students are tasked with generating AI outputs for a specific assignment and then they share with the class the different solutions.</i></u>
<u>9-12.AIF.CC.2</u>	<u>Connect AI knowledge and skills needed to achieve students' personal goals and career aspirations.</u>

Evaluation and Critical Thinking

<u>Code</u>	<u>Standard</u>
<u>9-12.AIF.ECT.1</u>	<u>Debate perspectives on differences between human and artificial intelligence and their implications for consciousness, creativity, ethics, and human responsibility.</u>
<u>9-12.AIF.ECT.2</u>	<u>Recognize and understand that AI systems are a technology that uses patterns in data to make decisions or generate new things.</u> <u><i>Example: LLMs were trained on older writings that used the em dash consistently, hence why LLMs rely on the em dash so frequently.</i></u>
<u>9-12.AIF.ECT.3</u>	<u>Analyze the potential biases and limitations of AI output.</u> <u><i>Example: An example of a bias is, when asked about doctors, AI models generally assume doctors are all male. An example of one limitation is the fact that AI models can produce erroneous output (i.e., hallucinations).</i></u>
<u>9-12.AIF.ECT.4</u>	<u>Analyze how choice of data sets used to train AI models can lead to potential bias in the output.</u> <u><i>Example: A camera's face recognition tool only works on people with specific skin pigments due to input/training data.</i></u>
<u>9-12.AIF.ECT.5</u>	<u>Recognize when an AI model produces erroneous outputs (i.e., hallucinations).</u> <u><i>Example: An LLM creates a report that cites a document that doesn't actually exist.</i></u>
<u>9-12.AIF.ECT.6</u>	<u>Give examples of how humans combine information from different bodily sensory inputs to make sense of the world, and compare that to how AI models learn about the world.</u> <u><i>Example: LLMs largely learn from text written by humans, whereas humans use vision, olfactory, haptics, geolocation, etc., to ground their understanding of the world.</i></u>
<u>9-12.AIF.ECT.7</u>	<u>Recognize and understand how AI agents can accomplish a defined task.</u>

Application

<u>Code</u>	<u>Standard</u>
<u>9-12.AIF.AP.1</u>	<u>Use an AI tool to critique student work.</u> <i><u>Example: A student can use AI to ask for editorial feedback on a written assignment and make use of that to improve their writing.</u></i>
<u>9-12.AIF.AP.2</u>	<u>Use AI tools to generate code for a simple coding project.</u> <i><u>Clarification: Students run the code and evaluate the code's output but do not need to fully understand the code itself.</u></i>
<u>9-12.AIF.AP.3</u>	<u>Construct AI agents to accomplish a defined task.</u>

AI IMPACT

The AI Impact standards are higher level standards recommended for 11th and 12th-grade students to explore the broader consequences of artificial intelligence on learning, ethics, and society. These standards guide students in analyzing the distinctions between human and AI problem-solving, debating regulatory frameworks, and evaluating the ethical considerations of data collection and AI application. By examining how AI influences diverse fields such as writing, art, and cybersecurity, these standards equip students to assess the risks, benefits, and long-term societal impacts of emerging technologies, fostering responsible and informed decision-making.

Ethics and Privacy

Code	Standard
<u>9-12.AII.EP.1</u>	Evaluate the ethical implications of how AI has changed since GenAI has become commonplace <i>Example: Each content area can focus on how GenAI has impacted and changed aspects within their field (like writing, music, art, social media, math, etc).</i>
<u>9-12.AII.EP.2</u>	Analyze how AI tools shape user experiences for people with diverse backgrounds and characteristics. <i>Example: Real-time translation tools and AI-driven accessibility features (like speech-to-text for the hearing impaired or image-to-text descriptions for the visually impaired) remove barriers for non-native speakers and people with disabilities.</i>
<u>9-12.AII.EP.3</u>	Explore the societal, environmental, and ethical implications of large-scale data collection and processing and how this relates to AI applications.
<u>9-12.AII.EP.4</u>	Assess how unauthorized data collection has influenced the practice of training AI models. <i>Example: An AI model is trained on art without the artist's permission which can lead to legal implications and can change the training process.</i>
<u>9-12.AII. EP.5</u>	Analyze the benefits, risks, and ethical implications of AI in cybersecurity.

Impact on Society

Code	Standard
<u>9-12.AII.IS.1</u>	Evaluate AI-generated output to assess bias, accuracy, and potential harms.
<u>9-12.AII.IS.2</u>	Analyze how workers in different careers use AI to solve problems.

<u>Code</u>	<u>Standard</u>
<u>9-12.AII.IS.3</u>	<u>Analyze how decisions made at different stages of working with data can lead to biased data, misleading conclusions, and compromised AI models.</u> <i><u>Example: In a statistics or math course, students can take a collection of data and submit into an AI system then compare the differences.</u></i>
<u>9-12.AII.IS.4</u>	<u>Debate perspectives on differences between human and artificial intelligence and their implications for consciousness, creativity, ethics, and human responsibility.</u>
<u>9-12.AII.IS.5</u>	<u>Evaluate how human choices in using, designing, deploying, and regulating AI technologies have risks, benefits, and long-term impacts.</u>

AI TECHNICAL APTITUDE

The technical aptitude standards are recommended for 9th to 12th-grade students who want a deeper understanding of technical aspects of AI including, but not limited to, computer science or other engineering students. Technical aptitude refers not to the using of AI, but rather to the ‘building’ of AI models. Building an AI model includes an understanding of data collection, preparation, analysis, and machine learning principles. Beyond technical abilities, an understanding of model development workflow is important, including how data affects which model to choose, how model choice affects results, and how to interpret results. Finally, it is important to understand the broader context of how machine learning and AI affect individuals and societies.

Data and Analysis

<u>Code</u>	<u>Standard</u>
<u>9-12.AITA.DA.1</u>	Use a digital tool to clean and organize text-based data. <i>Example: Students can split text into words, sort by frequency or collate, normalize spelling, remove punctuation, and make everything lowercase.</i>
<u>9-12.AITA.DA.2</u>	Evaluate different approaches to verifying consistency and compliance with expected data types, values, and ranges. <i>Example: While preparing a data source for use, a column of numerical data has a row with a word/string.</i>
<u>9-12.AITA.DA.3</u>	Examine the procedure of how data is used to train machine learning models. <i>Clarification: The lifecycle of collecting and munging data, identifying features, and creating train/dev/test data splits.</i>
<u>9-12.AITA.DA.4</u>	Apply data acquisition, cleaning, and transformation techniques to prepare data for AI analysis. <i>Example: Use something like NotebookLM to scrape a website, then pull specific data out of the result for analysis.</i>

<u>Code</u>	<u>Standard</u>
<u>9-12.AITA.DA.5</u>	<u>Investigate ways to improve the accuracy of a machine learning model and reduce bias by refining the quality of examples and nonexamples in the training data.</u> <i><u>Clarification:</u> Students don't actually need to train a classifier, rather they can look at datasets and determine what might need to be done to improve the model, by augmenting the data.</i> <i><u>Example:</u> A speech recognizer only recognizes adult, male, standard American English speakers because it was trained on news transcripts from the 1960s. Augmenting with women and children and with more varied accents would make the recognizer more robust.</i>
<u>9-12.AITA.DA.6</u>	<u>Justify the selection of a type of machine learning model to accomplish a task.</u> <i><u>Example:</u> The XOR problem is best solved by rule-based logic (and is not solvable with a linear classifier), but ambiguous problems like question-answering using text are better solved with data on more complex models like LLMs.</i>
<u>9-12.AITA.DA.7</u>	<u>Evaluate training data by examining its source, quality, representativeness, potential biases, and privacy implications.</u> <i><u>Example:</u> Pick a dataset commonly used to train a model like ImageNet and critique it on the listed criteria.</i>

AI Methods

<u>Code</u>	<u>Standard</u>
<u>9-12.AITA.AIM.1</u>	<u>Create an application using pre-existing supervised learning models to make predictions or classifications.</u>
<u>9-12.AITA.AIM.2</u>	<u>Integrate a prebuilt AI agent into an application.</u>
<u>9-12.AITA.AIM.3</u>	<u>Discuss how a machine learning model generates classifications or predictions.</u> <i><u>Clarification:</u> Machine learning is different from classical programming in that data is used to 'write' functions that take inputs and return outputs.</i>

<u>Code</u>	<u>Standard</u>
<u>9-12.AITA.AIM.4</u>	<u>Justify whether a problem is best solved using procedural instructions, rule-based logic, data-driven methods, or a combination of these approaches.</u> <u><i>Example: Logistic regression for a binary task on an edge device, a decision tree for 20 questions, and a neural network for image classification.</i></u>
<u>9-12.AITA.AIM.5</u>	<u>Understand the differences between common machine learning models.</u> <u><i>Example: Common models include logistic regression, decision trees, and neural networks.</i></u>
<u>9-12.AITA.AIM.6</u>	<u>Evaluate the features and limitations of a machine learning model.</u> <u><i>Example: A decision tree can show feature importance, but it is limited in how it works. Logistic regression, likewise, is a linear classifier that cannot solve the XOR problem.</i></u>
<u>9-12.AITA.AIM.7</u>	<u>Plan safeguards for AI systems that protect human well-being and privacy while ensuring meaningful human involvement in decision-making.</u> <u><i>Example: Web search can return anything, or you can filter it for child-appropriate content.</i></u>
<u>9-12.AITA.AIM.8</u>	<u>Examine the procedure of how data is used to train machine learning models.</u> <u><i>Example: Looking at the complete data lifecycle including collecting, data munging, feature engineering, and creating training, development/validation, and test data splits.</i></u>
<u>9-12.AITA.AIM.9</u>	<u>Interpret AI results using common metrics and be able to communicate those to a diverse audience.</u> <u><i>Example: A credit card fraud classifier is 99.9% correct using an accuracy metric, but that's only because 99.9% of transactions are not fraudulent.</i></u>

GLOSSARY

This glossary is not comprehensive, nor are all the terms used in the standards. They are included for reference.

Agentic AI: AI systems designed to independently plan, execute, and adjust actions to achieve a specific goal with minimal human intervention, often capable of working across multiple tools or applications.

AI Companion: A highly personalized, conversational AI designed to simulate human-like relationships, offering emotional support, companionship, and customized personalities rather than just executing practical tasks.

AI Literacy: AI Literacy represents technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.

Anthropomorphism: The cognitive tendency to attribute human traits, emotions, intentions, or consciousness to AI systems, which can lead to unrealistic expectations, misplaced trust, or the mistaken belief that an AI platform is capable of genuine social connection or personal experience.

Artificial Intelligence (AI): A branch of computer science focused on building systems capable of performing tasks that typically require human intelligence. AI leverages massive data sets and computational power to make predictions, increasingly impacting various aspects of our daily lives.

Automation: The use of technology to perform tasks, processes, or workflows with minimal human assistance to increase efficiency, speed, or precision.

Generative AI (Gen AI): GenAI is a subset of machine learning and AI specifically designed to create new content, including text, images, audio, code, video, or synthetic data based off a prompt.

Hallucination: Instances where an artificial intelligence system generates information that is incorrect, misleading, or entirely fabricated, but presents it as if it were true.

Human-Centered: An approach where AI is used specifically to support human inquiry. It ensures that humans remain responsible for the initial objective, final decision-making, oversight, and ethical reflection at the beginning and end of every task (Human→AI→Human).

Human-in-the-loop: A model of interaction where a human is required to participate in a process, such as verifying, approving, or correcting, to ensure the accuracy, safety, and ethical alignment of AI-generated outcomes.

Large Language Model (LLM): A specific type of Generative AI trained on vast amounts of text data to recognize, predict, and generate human-like text responses.

Machine Learning: A subfield of AI where computer systems are trained to identify patterns in large datasets, allowing them to improve their performance on tasks over time without being explicitly programmed for every step.

Personally Identifiable Information (PII): Information that can be used to identify a specific person, such as a name, home address, phone number, email address, or student ID number.

Predictive AI: AI models that analyze historical and existing data to make forecasts or estimations about future events, trends, or outcomes.

Simulated Environment: An artificial, controlled setting created to replicate real-world conditions. Examples range from computer games and AI-generated videos, to two humans role-playing a situation like a job interview.

Synthetic media: Content, such as images, audio, video, or text, that has been created, modified, or generated by AI, often used to simulate reality.



Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce.

Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- ~~• Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.~~
- Curiosity and Learning Transfer: Demonstrate curiosity and a commitment to lifelong learning by asking questions, seeking understanding, and making connections across learning experiences. Apply and transfer knowledge and skills to new situations, challenges, and environments in school, postsecondary education, the workplace, and life.
- Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

- **Teamwork/Collaboration:** Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.
- **Digital Literacy:** Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.
- **Leadership:** Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.
- **Career Exploration and Development:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.
- **Citizenship/Civic Responsibility:** Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.
- **Financial Literacy:** Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.²

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Rule Docket 08-0203-2601 Graduation Requirements and Assessment

BACKGROUND

During the 2025 session, the Legislature approved changes to Administrative Code Section 08.02.03.105 establishing a digital literacy graduation requirement for K-12 students. State Board of Education adoption of updated Digital Literacy Content Standards have created a need to clarify graduation requirements within administrative rule. Additionally, updates are needed to ensure assessment provisions for limited English proficient (LEP) students align with current federal and state law and best practices.

PROPOSAL

The proposed rule updates Section 105, High School Graduation Requirements, and Section 111, Assessment, within IDAPA 08.02.03.

Revisions to Section 105 clarify civics, government, and digital literacy graduation requirements without changing existing credit totals.

Revisions to Section 111 update assessment requirements for Limited English proficient (LEP) students to align with current federal and state law and best practices. The changes include terminology adjustments for clarity and flexibility, and broaden the language regarding the Idaho Standards Achievement Test (ISAT) English Language Arts exemption for recently enrolled English Learners to align with what is allowed by federal law.

Collectively, these changes improve clarity and consistency in graduation and assessment requirements and support effective implementation by school districts.

IMPACT

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will return to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders the opportunity for input prior to final adoption.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Docket 08-0203-2601 was developed collaboratively by the Board and State Department of Education to align graduation and assessment requirements with federal and state law and to improve clarity of rule language.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – 08-0203-2601 Notice of Proposed Rulemaking

Attachment 2 – 08-0203-2601 Proposed Rule Redline

BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0111-2601, pertaining to graduation requirements and assessments.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-105, §33-116, §33-118, §33-1612

IDAPA 08.02.03.105 and 111

REFERENCE

June 2024	The State Board of Education approved Digital Literacy Content Standards to support updated graduation requirements.
April 2025	The Legislature approved revisions to IDAPA 08.02.03.105 establishing a digital literacy graduation requirement for Idaho students.
May 2026	The State Board of Education initiated negotiated rulemaking for Docket 08-0203-2601.

Notice of Proposed Rulemaking With No Public Hearings**IDAPA 08 – STATE BOARD OF EDUCATION****08.02.03 – RULES GOVERNING THOROUGHNESS****DOCKET NO. 08-0203-2601 (OARC will assign)****NOTICE OF RULEMAKING - PROPOSED RULE**

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to sections [33-105](#), [33-116](#), [33-118](#), and [33-1612](#), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates Section 105, High School Graduation Requirements, and Section 111, Assessment, within IDAPA 08.02.03. The proposed rule clarifies civics and government proficiency provisions, including recognition of alternate pathways for demonstrating proficiency, and provides clarification to the digital literacy graduation credit, which applies to students graduating after January 1, 2028, without changing existing credit totals.

The rule also revises assessment provisions for limited English proficient (LEP) students, including clarifying participation and exemption language for newly enrolled students with respect to statewide assessments.

These updates align rule language with current State Board of Education policy, recent legislative action, and federal requirements, and improve clarity and consistency in the application of graduation and assessment requirements.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: **NA**

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, [Volume 26-6](#).

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text (*if available*), contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: <https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 1

DATED this 7th day of July 2026.

Nicholas Wagner

Administrative Rules Coordinator, Idaho State Board of Education

650 W State St., PO Box 83720, Boise, ID 83720-0037

Phone: (208)488-7586; Fax: (208)334-2632

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

Article IX, Section 2 of the Idaho Constitution and Sections 33-116, 33-118, and 33-1612, Idaho Code. (7-1-26)

001. SCOPE.

These rules govern the thorough education of all public school students in Idaho. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (3-15-22)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include ~~twenty-nine~~thirty (2930) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h.i. (3-15-22)

a. Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)

b. Mastery. Students must demonstrate mastery of Idaho Content Standards in a format provided by the LEA. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the LEA. (7-1-25)

c. Credit Flexibility. The State Department of Education will support LEAs in the development of crosswalks and templates to assist in awarding credit for learning opportunities in ways that meet course requirements for high school graduation. (7-1-25)

d. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications, that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-15-22)

e. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Engineering courses and computer science courses aligned to the state standards for grades nine (9) through (12), may be counted as a mathematics credit. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

i. Students must complete secondary mathematics in the following areas: (3-15-22)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)

(3) Two (2) credits of mathematics of the student's choice. (3-15-22)

f. Science. Six (6) credits are required. Four (4) credits are required from at least two (2) of the four (4) content areas: physics, chemistry, earth and space, or life science. An additional two (2) credits in secondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, life sciences, engineering, or computer science. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

g. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics and financial literacy (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (4-6-23)

h. Fine Arts or World Languages. Two (2) credits are required. Courses include instruction in visual arts, music, theatre, dance, or world languages aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (7-1-25)

i. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Each student shall receive a minimum of one (1) training on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (7-1-25)

j. Digital Literacy. One (1) credit is required. The eCourse must be aligned to the Idaho Digital Literacy Standards and include instruction in that aligns with Idaho Content Standards associated with leveraging technology, digital citizenship, and computational thinking which are imbedded in the Information and Communication Technology Content Standards, and with leveraging the impacts of computing, algorithms, and programming, which are embedded in the Computer Science Standards. This requirement will apply to any student graduating after January 1, 2028. (7-1-25)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)

03. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. The senior project will last apply for the class of 2027, unless an LEA opts to early implement the future readiness project. (7-1-25)

04. Future Readiness Project. The future readiness project is a culminating project that demonstrates a student's application of college and career competencies and exploration of potential post high school options. All students beginning with the class of 2028 must complete a future readiness project by the end of grade twelve (12). The project must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based component in which a student demonstrates the acquisition of Idaho college and career competencies. Experiences including, but not limited to apprenticeships, internships, volunteer work and extracurricular activities related to real-world skills acquisition will count toward this requirement. LEAs must determine how students will demonstrate the acquisition of college and career competencies and may require additional components. The State Department of Education will provide templates for LEAs and oversee the implementation of this provision. (7-1-25)

05. Localized Pathways. In order to assist students in structuring their secondary course selection electives, assessment, and supplemental activities, all LEAs shall develop and post publicly two or more localized pathways. Localized pathways are designed to inform students and parents/guardians of local opportunities aligned with post-secondary goals as identified in the student's career pathway plan. The State Department of Education shall support the implementation of this provision. This provision must be implemented by all LEAs no later than June 30, 2026. (7-1-25)

06. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades ~~seven (7)~~nine (9) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-15-22)

07. Physical Education. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the LEA. (7-1-25)

08. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.08.a. through 105.08.c. of this rule are met. (7-1-25)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-15-22)

b. The course meets the same content standards that are required in high school for the same course; and (3-15-22)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.d. through 105.01.i. except as provided in 105.01.e.i. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.08.a. through 105.08.c. of this rule. (7-1-25)

09. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education Manual specifications. (3-15-22)

10. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and

personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (3-15-22)

02. **Purposes.** The purpose of assessment in the public schools is to: (3-15-22)
 - a. Measure and improve student achievement; (3-15-22)
 - b. Assist classroom teachers in designing lessons; (3-15-22)
 - c. Identify areas needing intervention and remediation, and acceleration; (3-15-22)
 - d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-22)
 - e. Inform parents and guardians of their child's progress; (3-15-22)
 - f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-22)
 - g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-22)
 - h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-22)

03. **Content.** The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-15-22)

04. **Testing Population.** All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-15-22)

a. All students who are eligible for special education shall participate in the statewide assessment program. (3-15-22)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-15-22)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive ~~designated supports or accommodations, or both,~~ customized accessibility features for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the ~~designated supports or accommodations, or both,~~ accessibility features in an ELP prior to the assessment administration. ~~Designated supports or accommodations, or both,~~ Accessibility features shall be familiar to the student during previous instruction and for other assessments. LEP students who are recently enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of be exempt from the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. ()

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (3-15-22)

a. All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (3-15-22)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (3-15-22)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-15-22)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

g. Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

h. Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

i. Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

j. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

k. Grade 10 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (4-6-23)

l. Grade 11 - High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment, and college entrance exam

(optional at the discretion of the student's parent). (4-6-23)

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment, and college entrance exam (optional at the discretion of the student's parent). (4-6-23)

07. Comprehensive Assessment Program Schedule. (3-15-22)

a. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (3-15-22)

b. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

c. Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

08. Achievement Standards. Assessment achievement standards, development standards, and performance level descriptors will be set by the State Board of Education in a schedule and format established by the Board and will be made available through the State Board of Education and Department of Education websites. Achievement standards, development standards, and performance level descriptors include, but are not limited to: (4-6-23)

a. The Idaho English Language Proficiency Assessment Achievement Standards. (4-6-23)

b. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. (4-6-23)

c. The Idaho Alternate Assessment Achievement Standards. (4-6-23)

09. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (3-15-22)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-22)

b. Statewide distribution of all assessment materials; and (3-15-22)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-15-22)

10. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-22)

11. Test Security, Validity and Reliability. (3-15-22)

a. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (3-15-22)

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (3-15-22)

12. Demographic Information. Accurate demographic information must be submitted as required for

each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (3-15-22)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-22)

a. The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-15-22)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-22)

i. Language Arts/Communications. (3-15-22)

ii. Math. (3-15-22)

iii. Science. (3-15-22)

iv. Social Studies. (3-15-22)

v. Health. (3-15-22)

vi. Humanities. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Rule Docket 08-0202-2601 Bullying and Certification

BACKGROUND

During the 2026 Legislative Session, the Idaho Legislature passed House Bill 515, which revised Idaho Code Section 33-1631 related to bullying, harassment, and intimidation. The updates included the elimination of an outdated and redundant reporting requirement.

Changes to federal law, implementation practices, and requests to innovate led to a review of Idaho's rules related to educator preparation and certification. Within the ongoing, comprehensive review, staff have identified specific sections with changes that are necessary and time sensitive.

PROPOSAL

Docket 08-0202-2601 includes proposed revisions to Administrative Code related to educator preparation, certification, and bullying.

The proposed rule updates Section 111 to align bullying, harassment, and intimidation provisions with House Bill 515 (2026) by eliminating a state-specific reporting requirement for school districts. A separate, similar bullying report is already required by the federal government. This change is designed to eliminate the duplicative report currently required through rule.

The proposed changes in this docket related to certification and educator preparation include:

Section 015

- Increases the educator preparation hours required for pedagogy while decreasing the hours required for endorsements to allow preparation programs to increase classroom management content.
- In alignment with statutory changes, removes CTE industry experience hours, shifting to Board approval of industry-specific hours..
- Updates the Junior ROTC Instructor Certificate provisions to align with changes to federal law and current best practice.

Section 016

- Updates language related to the Interim Certificate for clarity without changing existing practice.
- Removes and adjusts language to allow the Board to consider and approve more innovative non-traditional educator preparation pathways.
- Delineates the reinstatement process for certificates that have been expired for less than versus more than one (1) year.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

Section 021

- Clarifies the requirements for CTE alternative authorization, shifting the process to Board approval consistent with statutory changes.

Section 100

- Removes redundant language regarding Board approval of non-traditional educator preparation programs.

Collectively, these changes improve clarity and ensure certification provisions align with current law, practice, and program needs.

IMPACT

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1, following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with statutory requirements and provides stakeholders with the opportunity for input prior to final adoption.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed Docket 08-0202-2601 in partnership with the State Department of Education and the Division of Career Technical Education. The review of this section will result in proposed changes for both the 2027 and 2028 legislative sessions, with the most substantial anticipated for the 2028 session. The proposed changes in Docket 08-0202-2601 for the 2027 session are those that were deemed time sensitive.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – 08-0202-2601 Notice of Proposed Rulemaking
Attachment 2 – 08-0202-2601 Proposed Rule Redline

BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0202-2601, pertaining to Bullying and Certification alignment.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code Sections §33-1612, §33-1619, §33-5202A, §33-5206
IDAPA 08.0202.013, 015, 016, 021, 042, 060, 100, and 111

REFERENCE

March 2022	Pending rule 08-0202-2201 was approved by the Legislature, which streamlined and clarified certification requirements for certificated staff.
April 2026	Pending rule 08-0202-2501 was approved by the Legislature, which revised career technical education certification provisions, including adding the term “standard” to the CTE administrative certificate.
April 2026	Signed HB 832 (2026) removed prescriptive experience hour requirements for certain career technical education certification pathways and directed the Board to establish requirements aligned with industry standards.
April 2026	House Bill 515 (2026) revised bullying, harassment, and intimidation provisions in Idaho Code and directed rulemaking.
June 2026	The State Board of Education initiated negotiated rulemaking for Docket 08-0202-2601.
July 2026	The State Board of Education approved temporary rule 08-0202-2604 to remove CTE certification experience hour requirements in alignment with House Bill 832 (2026).

Notice of Proposed Rulemaking With No Public Hearings**IDAPA 08 – STATE BOARD OF EDUCATION****08.02.02 – RULES GOVERNING UNIFORMITY****DOCKET NO. 08-0202-2601 (OARC will assign)****NOTICE OF RULEMAKING - PROPOSED RULE**

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to [Section 33-105](#), [33-107](#), [33-116](#), [33-1612](#), and [33-1631](#) Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates IDAPA 08.02.02, including Section 111, Bullying, Harassment and Intimidation Prevention and Response, and multiple educator preparation and certification sections, including Sections 013, 015, 016, 021, 042, 060, and 100.

The proposed rule revises Section 111 to align bullying prevention, reporting, and response requirements with recent statutory changes enacted in House Bill 515 (2026), including updates to reporting processes and related provisions.

The rule also updates educator preparation, certification, and alternative authorization provisions to address outdated and inconsistent language, clarify requirements, and align rule with current state and federal law and practice, including revisions related to House Bill 832 (2026). These updates support implementation of educator preparation programs, improve clarity for local education agencies and educators, and better align certification provisions with workforce needs.

Collectively, these revisions improve clarity, consistency, and alignment of rule provisions across educator certification and student safety requirements.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: **NA**

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, [Volume 26-6](#).

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 1

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text (*if available*), contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: <https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/>

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

08.02.02 – RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

Article IX, Section 2 of the Idaho Constitution and Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

(7-1-26)

001. SCOPE.

Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers.

(3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules:

(3-15-22)

01. Standards for Idaho School Buses and Operations as approved on August 24, 2022. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (4-6-23)

02. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (3-15-22)

005. -- 006. (RESERVED)

007. DEFINITIONS.

01. Clinical Experience. Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. (3-15-22)

02. Clinical Practice. Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. (3-15-22)

03. Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-15-22)

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-15-22)

05. Field Experience. Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (3-15-22)

06. Individualized Professional Learning Plan. An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-15-22)

07. Institutional Recommendation. Signed form or written verification from an accredited institution

with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (4-6-23)

08. Internship. Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (3-15-22)

09. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-15-22)

10. Paraprofessional. A noncertificated individual who is employed by a local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-15-22)

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-15-22)

i. Demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed in the academic areas they are providing support in; or (4-6-23)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-15-22)

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed in the academic areas they are providing support in. (4-6-23)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-15-22)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-15-22)

11. Pedagogy. Teaching knowledge and skills. (3-15-22)

12. Portfolio. An organized collection of artifacts that demonstrates an individual's performance, growth, and/or reflection regarding their professional practice, in alignment with the applicable professional standards used for evaluation. (3-15-22)

13. Practicum. Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. (3-15-22)

14. Semester Credit Hours. Two (2) semester credit hours are equivalent to three (3) quarter credit

hours.

(3-15-22)

15. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

(3-15-22)

16. Student Teaching. Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing for an instructional certificate.

(4-6-23)

17. Teacher of Record. The teacher who is primarily responsible for planning instruction, delivering or supervising the instruction provided to a class of students, assessing student performance, and designating final grades.

(4-6-23)

008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.

For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education.

(3-15-22)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

An educator having graduated from a foreign institution educator preparation program shall be treated as an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service.

(4-6-23)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

Idaho certificates may be issued to applicants completing accredited educator preparation programs from regionally accredited institutions recognized by the state board of education meeting requirements for certification or equivalent in other states when they substantially meet the requirements for a standard Idaho educator certificate.

(4-6-23)

015. IDAHO EDUCATOR CREDENTIAL.

All standard educator certificates are valid for five (5) years and are renewable, subject to the applicable renewal requirements set by the State Board of Education (SBOE) and any applicable conditions applied to an individual's certificate by the professional standards commission.

(7-1-26)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree or higher from an accredited college or university and who meets the following requirements or successfully completes an interim certificate requirements:

(4-6-23)

a. Minimum Credit Hours. Earned a minimum of ~~twenty (20)~~ thirty (30) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho comprehensive literacy plan; and () ~~(3-15-22)~~

b. Student Teaching. Complete a minimum of ten (10) undergraduate or six (6) graduate semester credit hours, of student teaching; and

(3-15-22)

c. Complete a state board approved educator preparation program and receive an institutional recommendation from the program specifying the grade ranges and subjects for which the applicant is eligible to

receive an endorsement; (4-6-23)

i. To receive endorsement in two (2) fields of teaching, preparation must consist of completion of at least ~~thirty (30)~~ twenty (20) semester credit hours in one (1) field of teaching, and completion of at least twenty (20) semester credit hours in a second field of teaching. () (3-15-22)

ii. To receive endorsement in (1) field of teaching, preparation must consist of completion of at least ~~forty-five (45)~~ thirty-five (35) semester credit hours in a single subject area; () (3-15-22)

d. Meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (4-6-23)

02. Standard Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, school social workers, and school nurses are required to hold the Standard Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as a speech-language pathologist, school audiologist, occupational therapist, or physical therapist may be required, as determined by the local educational agency, to hold a Standard Pupil Service Staff Certificate with respective endorsements for which they qualify. (4-6-23)

a. School Counselor Endorsement. To be eligible for a School Counselor endorsement, a candidate must have satisfied the following requirements. (3-15-22)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling, including sixty (60) semester credits, from a college or university approved by the Idaho SBOE or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (7-1-26)

ii. An institutional recommendation is required for a School Counselor endorsement. (3-15-22)

b. School Counselor – Basic Endorsement. (3-15-22)

i. Individuals serving as a school counselor pursuant to [Section 33-1212, Idaho Code](#), shall be granted a School Counselor – Basic endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to [Section 33-1212, Idaho Code](#). (3-15-22)

ii. Individuals who received their endorsement pursuant to [Section 33-1212, Idaho Code](#), prior to July 1, 2018, will be transitioned into the School Counselor – Basic endorsement. Renewal date will remain the same as the initial credential. (3-15-22)

c. School Psychologist Endorsement. The renewal credit requirement may be waived if the applicant holds a current and valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for a school psychologist endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-15-22)

i. Completion of an approved thirty (30) semester credit hour master's degree in education or psychology and completion of an approved thirty (30) semester credit hour School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-15-22)

ii. Completion of an approved sixty (60) semester credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education

agency under the supervision of the training institution and direct supervision of a certificated school psychologist;
(3-15-22)

iii. Completion of an approved sixty (60) semester credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-15-22)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-15-22)

d. Interim Certificate – School Psychologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a master's degree or higher in psychology and are working toward a standard pupil service staff certificate with school psychologist endorsement. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements or obtaining the applicable experience leading to certification. If the educational requirements cannot be met within the three (3)-year time frame of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant. (3-15-22)

e. School Nurse Endorsement. To be eligible for a school nurse endorsement, a candidate must complete one (1) of the following options: (3-15-22)

i. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-15-22)

ii. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing; have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience. (3-15-22)

f. Interim Certificate - School Nurse Endorsement. This certificate will be issued to those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. This non-renewable certificate will be issued for three (3) years while the applicant is meeting the educational or experience requirements. (3-15-22)

g. Speech-Language Pathologist Endorsement. To be eligible for a speech-language pathologist endorsement, a candidate must possess a master's degree from an accredited college or university in a speech/language pathology program approved by the SBOE. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Speech-Language Pathology offered through the American Speech-Language-Hearing Association and/or a current and valid speech-language pathologist license issued by the appropriate Idaho state licensing board. (7-1-26)

h. Interim Certificate - Speech-Language Pathologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a baccalaureate degree in speech-language pathology and are pursuing a master's degree. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements. If the educational requirements cannot be met within the three (3)-year timeframe of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant if the applicant holds a valid occupational license or is supervised by a speech-language pathologist with a standard pupil service certificate. (3-15-22)

i. Audiology Endorsement. To be eligible for an audiology endorsement, a candidate must possess a master's degree from an accredited college or university in an audiology program approved by the SBOE. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Audiology offered through the American Speech-Language-Hearing Association and/or a current and valid audiologist license issued by the appropriate Idaho state licensing board. (7-1-26)

j. School Social Worker Endorsement. To be eligible for a school social worker endorsement, a candidate must meet the following requirements: (3-15-22)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the SBOE. The program must be currently approved by the state educational agency of the state in which the program was completed; and (7-1-26)

ii. An institutional recommendation from a state board approved program; and (3-15-22)

iii. The successful completion of a school social work practicum in a preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (3-15-22)

iv. A current and valid social work license pursuant to [chapter 32, title 54, Idaho Code](#), and the rules of the State Board of Social Work Examiners. (3-15-22)

k. Occupational Therapist Endorsement. To be eligible for an occupational therapist endorsement, a candidate must have a current and valid occupational therapy license issued by the Occupational Therapy Licensure Board of Idaho. The candidate must maintain current and valid occupational therapy licensure for the endorsement to remain valid. (3-15-22)

l. Physical Therapist Endorsement. to be eligible for a physical therapist endorsement a candidate must have a current and valid physical therapy license issued by the Idaho Physical Therapy Licensure Board. The candidate must maintain current and valid physical therapy licensure for the endorsement to remain valid. (3-15-22)

03. Standard Administrator Certificate. Persons who serve as superintendent, director of special education, secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or are assigned to conduct the summative evaluation of certified staff are required to hold an Administrator Certificate. The certificate may be endorsed for service as school principal, superintendent, or director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. (3-15-22)

a. School Principal Endorsement. To be eligible for the School Principal endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state-approved program, or have one (1) year of experience as an administrator. (3-15-22)

iv. Provide verification of completion of a state-approved program 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. This program shall include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and competencies in the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a School Principal endorsement. (3-15-22)

b. Superintendent Endorsement. To be eligible for the Superintendent endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state board approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent. (3-15-22)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration must include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho standards for superintendents and the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a Superintendent endorsement. (3-15-22)

c. Director of Special Education Endorsement. To be eligible for the Director of Special Education endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university; (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-15-22)

iii. Provide verification of a state board approved program of graduate study of school administration for the preparation of directors of special education at an accredited college or university. This program shall include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho Standards for Directors of Special Education and the Idaho Standards for School Principals. Coursework shall include knowledge and competence in understanding the Individuals with Disabilities Education Act, utilizing the Idaho Special Education Manual, special education funding and fiscal accountability, results-driven leadership and accountability in special education, and instructional, behavioral, and management strategies for supporting students in the least restrictive environment. (3-15-22)

iv. Have completed an administrative internship in the area of administration of special education; and (3-15-22)

v. An institutional recommendation is required for Director of Special Education endorsement. (3-15-22)

04. Career Technical Certification Requirements. Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-15-22)

a. Standard Degree Based Career Technical Occupational Certificate. Persons who hold a degree based career technical certificate are eligible to teach in a career technical area, subject to the grade range(s) and subject area(s) of the valid endorsement(s) attached to the certificate. All degree based career technical certificates require candidates to meet the Idaho Core Teaching Standards. The degree based career technical certificate is valid for five years. A degree based career technical certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and meets the following requirements: (3-15-22)

i. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological,

methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan; (3-15-22)

ii. Earned a minimum of twelve (12) semester credit hours in career technical education foundation coursework to include principles and philosophies of career technical education, evaluation and assessment in career technical education, leadership and career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety; (3-15-22)

iii. ~~Accumulated one thousand (1,000) clock hours of~~ Equivalent related industry experience, ~~or practicum~~ as approved by the Board higher education institution, in the respective field of specialization as authorized by section 33-2205, Idaho code; () (3-15-22)

iv. Completed a total of at least ~~ten (10) undergraduate~~ six (6) semester credit hours ~~or six (6) graduate semester credit hours of~~ student teaching; () (3-15-22)

v. Completed a state board approved educator preparation program and received an institutional recommendation specifying the grade ranges and subjects for which the person is eligible to receive an endorsement; (3-15-22)

(1) To receive endorsement in two (2) fields of teaching, preparation must ~~consist of at least thirty (30) meet the~~ semester credit hours ~~in one (1) field of teaching and completion of at least twenty (20) semester credit hours in a second field of teaching~~ requirement identified for the specific endorsement as approved by the Board. () (3-15-22)

(2) To receive endorsement in one (1) field of teaching, preparation must consist of completion of at least ~~forty five (45)~~ thirty (30) semester credit hours in a single subject area. () (3-15-22)

vi. Met or exceeded the state qualifying score on the state board-approved content area ~~and pedagogy assessments~~. (3-15-22)

vii. The renewal credits required in Section 060 may be waived if the applicant holds a current, valid certificate from the National Board for Professional Teaching Standards or holds a current professional license in good standing at the time of renewal. Credits must be earned during the validity period of the certificate. (4-6-23)

b. Career Technical Education Program Standard Administrator Certificate. The career technical education program administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the career technical education program administrator certificate. The certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew. (7-1-26)

i. Qualify for or hold ~~a~~ standard or advanced occupational specialist certificate or hold an occupational endorsement on a degree based career technical certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical education discipline; hold a ~~master's-baccalaureate~~ degree; and complete ~~at least fifteen (15) semester credits of~~ administrative course work to include ~~required credits in~~ education finance, administration and supervision of personnel, and legal aspects of education. Remaining coursework may be selected from: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. () (3-15-22)

ii. Hold a superintendent or principal endorsement on a standard administrator certificate and provide evidence of either a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline; or successful completion of a Division of Career Technical Education career technical education leadership institute administrative coursework; or completion of course work including credits in: principles and foundations of career technical education, career technical student organizations, occupational analysis, curriculum design, one or

more externships with career technical education industry advisor partners totaling 100 hours, and ongoing participation in technical advisory committee meetings associated with the school's career technical education programs. (4-6-23)

c. Industry-Based Occupational Specialist Certificate. Persons who hold an occupational specialist career technical certificate are eligible to teach in a career technical program pathway(s), subject to the grade range(s) and pathway areas(s) of the valid endorsement(s) attached to the certificate. All occupational specialist career technical certificates require candidates to meet the core teaching standards of the Idaho Standards for Initial Certification of Professional School Personnel. An occupational specialist career technical certificate may be issued to an experienced industry expert entering the teaching profession who: and meeting the following eligibility requirements:

(3-15-22)

i. Possesses either a high school diploma or General Educational Development (GED) certificate; meets provisions of Idaho Code; and, has verifiable technical skills obtained through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies licensing requirements must also be met. Since educational levels and work experiences vary, a Applicants may will be determined qualified under any one (1) of the following three (3) options: (3-15-22)

(1) Have three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (3-15-22)

(2) Have a baccalaureate degree in the specific occupation or related area, plus one (1) year or two thousand (2,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or Meets the professional experience hours requirements established by the Board pursuant to section 33-2205, Idaho code. () (3-15-22)

(32) Hold or have held an industry certification in a field closely related to the content area in which the individual seeks to teach as approved by the Division of Career Technical Education. (3-15-22)

ii. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: () (3-15-22)

(1) Pathway I - Coursework: Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-15-22)

(2) Pathway II – Cohort Training Division training program: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored education pedagogy training and complete all requirements within the three-year validity period of the interim certificate. () (3-15-22)

iii. Standard Occupational Specialist Certificate. (3-15-22)

(1) This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for renewable certification. (3-15-22)

(2) The Standard Occupational Specialist Certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation

is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (40) hours per credit; or any equivalent combination thereof. () (4-6-23)

iv. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who are eligible for the Standard Occupational Specialist Certificate; and provide evidence of completion of an teacher training degree approved educator preparation program; or eighteen (18) semester credits of approved by the Division of Career Technical Education approved education; or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits). The Advanced Occupational Specialist Certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew and is renewable under the same provisions as the Standard Occupational Specialist Certificate. (4-6-23)

05. Postsecondary Specialist Certificate. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate is for distance education, virtual classroom programs, and public and postsecondary partnerships. (3-15-22)

a. To renew this certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-15-22)

b. The candidate must meet the following qualifications: (3-15-22)

i. Hold a baccalaureate degree or higher in the content area being taught; (3-15-22)

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-15-22)

iii. Complete and pass a criminal history background check as required by Section 33-130, Idaho Code. (3-15-22)

06. American Indian Tribal Language Certificate. The five (5) federally recognized tribes of Idaho shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach tribal language(s) in accordance with Section 33-1280, Idaho Code. To be eligible for an American Indian Tribal Languages certificate an applicant designated to teach tribal language(s) shall submit a complete application. If approved the certificate shall be issued for five years and is renewable. (3-15-22)

07. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. () (3-15-22)

a. Junior ROTC Instructor Certificate. To be eligible for a five (5) year renewable Junior ROTC Instructor Certificate, an applicant shall submit a complete application and provide a copy of their certificate(s) or letter of completion of from an armed forces Junior ROTC training program. () (3-15-22)

b. If approved the certificate shall be issued for five years and is renewable. Interim Junior ROTC Instructor Certificate. A three (3) year interim certificate shall be issued to those who are enrolled in the Junior ROTC Instructor training program. The applicant shall submit a complete application, a letter of recommendation from their hiring school district or public charter school, and a copy of their Junior ROTC Instructor initial qualification letter issued by an armed forces Junior ROTC training program. Upon completion of the Junior ROTC training program, an applicant can apply for the five (5) year renewable Junior ROTC Instructor Certificate. () (3-15-22)

08. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-15-22)

a. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to [Section 33-1204, Idaho Code](#). Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-15-22)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-15-22)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-15-22)

016. ~~IDAHO~~ INTERIM CERTIFICATION, NON-TRADITIONAL ROUTES, AND CERTIFICATE REINSTATEMENT.

01. ~~Interim Certificate.~~ A three (3) year interim certificate may be issued to ~~an~~ applicants who holds a valid certificate or license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to [Section 33-4104, Idaho Code](#), or who ~~is~~ are engaged in or completed a non-traditional route or alternative authorization to certification as ~~prescribed herein~~ approved by the State Board of Education. An interim certificate gives the holder the same rights and responsibilities as an individual with a standard certificate. () (4-6-23)

~~a. 01. Interim Certificate Not Renewable.~~ Interim certification is only available on a one (1) time basis except under extenuating circumstances approved by the State Department of Education or Division of Career Technical Education.

~~b. An applicant~~ Interim certificate holders must meet the requirements of the [State Board of Education](#) ~~and the applicable alternate authorization route or non-traditional route~~ to obtain a standard [Idaho Educator Credential](#) ~~certificate~~ during or at the conclusion of the term of the interim certificate. () (3-15-22)

~~i. All interim instructional certificate holders, excluding those with limited occupational specialist certificates, must complete a state board approved Idaho Comprehensive Literacy course or assessment as a one-time requirement prior to applying for a standard certificate.~~

~~ii. All interim certificate holders with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete the state board approved Teaching for Mathematical Thinking, course, as a one-time requirement prior to applying for standard certification.~~

02. Non-Traditional Route to ~~Teacher~~ Certification. An individual who possesses a baccalaureate degree or higher from an institution of higher education accredited by an entity recognized by the Board may acquire ~~interim~~ certification through a state board approved non-traditional ~~route to teacher certification~~ program. Non-traditional programs must ensure candidates meet content, pedagogy, and performance criteria per section 017.01. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. () (3-15-22)

~~a. Individuals who possess a baccalaureate degree or higher from an institution of higher education accredited by an entity recognized by the SBOE may receive an interim instructional certificate. To receive the interim certificate, the individual must:~~ (7-1-26)

~~i. Complete or enroll in a state board approved program; and~~ (3-15-22)

~~ii. Pass the state board approved pedagogy and content area assessment. (3-15-22)~~

~~b. Standard certification. Upon completion of the non-traditional route the applicant must complete a two (2) year state board approved teacher mentoring program and receive two (2) years of Idaho evaluations with a summative rating of proficient or better. (4-6-23)~~

~~03. Idaho Comprehensive Literacy Course. All Idaho teachers working on an interim certificate (alternate authorizations, nontraditional routes, reinstatement, or coming from out of state) must complete a state board approved Idaho Comprehensive Literacy course or assessment as a one-time requirement for standard instructional certificate. (3-15-22)~~

~~04. Teaching For Mathematical Thinking. All Idaho teachers or administrators with an interim certificate (alternate authorizations, nontraditional routes, reinstatements or coming from out of state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete the state board approved Teaching for Mathematical Thinking, course, as a one-time requirement for full certification. (4-6-23)~~

035. Reinstatement of Expired Certificate.

~~a. An individual with an Idaho standard certificate expired for one (1) year or less who did not meet the six (6) credit renewal requirement may apply for reinstatement and be issued an interim certificate. During the validity period of the interim certificate, the applicant must complete any outstanding credits to meet the renewal requirement to be eligible for a five (5) year renewable certificate. ()~~

~~a.b. An individual holding with an expired standard Idaho certificate expired for over one (1) year may apply for and be issued an interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain to be eligible for a standard five (5) year renewable certification during the term of the interim certificate: () (7-1-26)~~

~~ia. Two (2) years of Idaho evaluations, as applicable to the type of certification, with a summative rating of proficient or better; (4-6-23)~~

~~iib. Measured annual progress on specific goals identified on the applicant's Individualized Professional Learning Plan; (3-15-22)~~

~~iiie. Completion of the six (6) credit renewal requirement; and () (4-6-23)~~

~~ivd. Completion of the Idaho Comprehensive Literacy Course or Assessment and the Teaching for Mathematical Thinking as provided herein if applicable per section 016.01.b. () (3-15-22)~~

~~e. Individuals holding an expired certificate that was in good standing at the time the certificate expired, may have the certificate reinstated within one (1) year of the time the certificate expired by completing any outstanding professional development requirements that were pending at the time the certificate expired. (4-6-23)~~

06. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-15-22)

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (3-15-22)

02. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification from a state board-approved educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included in the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its educator preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (3-15-22)

018. -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of an Instructional Certificate or Occupational Specialist Certificate must have one (1) or more endorsements attached to their certificate as applicable to the type of certification. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho educator preparation programs shall prepare candidates for endorsements in accordance with these certification requirements and the standards approved by the board. An official statement from the college of education of competency in a content area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to a certificate, an individual must complete the credit hour requirements as established by the SBOE and meet or exceed the state qualifying score on a board approved content, pedagogy or performance assessment. (7-1-26)

01. Clinical Experience Requirement. All standard endorsements require supervised clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (4-6-23)

02. Alternative Authorization - Teacher to New Endorsement. This alternative authorization allows a local education agency to request additional endorsement for a candidate. This authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress on one (1) of the following options: (4-6-23)

a. Option I -- An official statement of competency in a teaching area or field from the college of education of an accredited college or university is acceptable in lieu of courses if the statement is created in consultation with the department or division in which the competency is established and is approved by the director of teacher education of the recommending college or university. (3-15-22)

b. Option II -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. Successful completion of a one (1) year, state board approved mentoring program must be completed during the first year to maintain the endorsement. (4-6-23)

c. Option III -- Content area assessment and mentoring. A candidate may add an endorsement by successfully completing a state board-approved content areas assessment and a one-year, state board-approved mentoring program within the first year of authorization. (3-15-22)

d. ~~For all candidates moving to an initial certification in a career technical education endorsement area, the candidate will be required to complete or have completed coursework in principles and foundations of career technical education and career technical student organizations, training in occupational analysis and curriculum design, and a minimum of two hundred (200) internship/externship hours in the career technical education~~

~~endorsement area.~~ Option IV –Occupational specialists may add endorsements through the completion of industry professional experience or internship/externship hours equivalent to the required professional hours established by the Board pursuant to section 33-2205, Idaho code. (4-6-23)

03. National Board Certification. An applicant holding an instructional certificate and current national board certification may add an endorsement in a corresponding content-specific area. (3-15-22)

022. -- 027. (RESERVED)

028. PROFESSIONAL ENDORSEMENTS.

The professional endorsement is required for movement onto and across the professional compensation rung of the career ladder and the advanced professional endorsement is required for movement onto and across the advanced professional rung of the career ladder. Eligibility for the professional and advanced professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met. (4-6-23)

01. Measurable Student Achievement and Student Success Indicators. Evidence of a majority of the applicable staff person's students meeting measurable student achievement targets, or student success indicator targets, may be demonstrated by the certificated staff member providing evidence that students from an accredited private or out-of-state public school have met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges pursuant to Section 33-1001, Idaho Code. (3-15-22)

02. Validity of Evidence. Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required. (3-15-22)

03. Evaluation of Evidence. The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement. (3-15-22)

029. -- 041. (RESERVED)

042. ALTERNATIVE AUTHORIZATION.

Alternative authorization allows a local education agency to request certification for a candidate. This authorization grants an interim certificate that allows individuals to serve as the teacher of record while pursuing standard certification. Evidence of satisfactory progress toward standard certification must be provided each year. Individuals who hold a current instructional certificate may obtain additional endorsements through an alternative authorization as prescribed in Subsection 021 of these rules. Individuals seeking an alternative authorization for an occupational specialist certificate must also meet the minimum industry hours for the content area as established by the State Board pursuant to section 33-2205, Idaho code. (4-6-23)

01. Alternative Authorization -- Teacher to New Certification. This alternative authorization allows a local education agency to request additional certification for a candidate who already holds a current Idaho certificate in good standing to add an additional type of certificate in a new certification area. (4-6-23)

a. Prior to application, the candidate must hold a baccalaureate degree or higher and a current and valid

Idaho certificate. The local education agency must attest to the candidate's ability to fill the position. (3-15-22)

b. The candidate must participate in a state board- approved educator preparation program. (3-15-22)

i. The candidate will work toward completion of a state board-approved educator preparation program. The candidate must complete a minimum of nine (9) semester credits annually to maintain continued eligibility for the interim certificate; and (4-6-23)

ii. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences toward program completion requirements. (4-6-23)

02. Alternative Authorization -- Content Specialist. This alternative authorization allows a local education agency to request an interim certificate for an individual who possesses distinct content knowledge and skills to teach in a content area. (4-6-23)

a. Initial Qualifications. (3-15-22)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching portion; and (3-15-22)

ii. Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the content area. The candidate shall meet or exceed the state qualifying score on the appropriate state board-approved content or pedagogy assessment, including demonstration of content knowledge through a combination of employment, experience, and education. (3-15-22)

b. State Board Approved Educator Preparation Program. (3-15-22)

i. Prior to authorization, a consortium comprised of a state board-approved educator preparation program representative, a local education agency representative, and the candidate shall determine the preparation needed and develop a plan to meet the Idaho Standards for Initial Certification of Professional School Personnel. The educator preparation program shall provide procedures to assess and credit: equivalent knowledge, dispositions, and relevant life or work experiences. The plan must include a state board-approved mentoring program. While teaching under the alternative authorization, the mentor shall provide a minimum of one (1) classroom observation per month, which will include feedback and reflection. The plan must include annual progress goals that must be met for continued eligibility; (4-6-23)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; and (3-15-22)

iii. At the time of authorization the candidate must enroll in and work toward completion of the plan. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for the interim certificate. The candidate must complete the plan to move to a standard instructional certificate. (4-6-23)

c. Career Technical Education Industry-based Route Plan. Local education agencies with candidates seeking a limited occupational specialist certification may request approval, with an approved division of career technical education alternative authorization route plan, to meet the program requirements. (4-6-23)

03. Alternative Authorization - Pupil Service Staff. This alternative authorization allows a local education agency to request interim certification and endorsement for a candidate when a position requiring the Pupil Service Staff Certificate cannot be filled. (4-6-23)

a. Initial Qualifications. The applicant must complete the following: (3-15-22)

- i. Prior to application, a candidate must hold a baccalaureate degree or higher; and (3-15-22)
- ii. The local education agency must attest to the ability of the candidate to fill the position. (3-15-22)
- b. Educator Preparation Program. (3-15-22)
 - i. At the time of authorization the candidate must enroll in and work toward completion of a state board approved educator preparation program through a participating college or university and the local education agency. The educator preparation program must include annual progress goals. (4-6-23)
 - ii. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for the interim certificate. (4-6-23)
 - iii. The participating educator preparation program will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-15-22)
 - iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (3-15-22)

043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-15-22)

01. State Board of Education Requirements for Professional Development. All certificated personnel must complete at least six (6) semester credit hours or equivalent professional development within the five (5) year validity period of the certificate being renewed. Pursuant to subsection 015.04 of these rules, standard occupational specialist may use industry experience to meet these requirements. (3-15-22)

02. Credit. Graduate or undergraduate credit will be accepted for renewal. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the state board of education. (3-15-22)

a. At least three (3) semester credits shall be taken for postsecondary credit and verified by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-15-22)

b. Credits taken for certificate renewal must be related to the individualized professional learning plan or the professional practice of the applicant. (3-15-22)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (3-15-22)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (3-15-22)

iii. Credits must be tied to a specific area of need designated by local education agency administration. (3-15-22)

iv. Credits must be taken during the validity period of the certificate. (3-15-22)

c. All requests for equivalent in-service training to apply toward renewal, except occupational specialist certificates, must be approved by the local education agency. Individuals holding Occupational Specialist Certificates must make requests through the Division of Career Technical Education. Applicants must receive approval for in-service training and course work prior to applying for renewal. All in-service training must be aligned with the applicant's individualized professional learning plan or related to professional practice. Fifteen (15) contact hours are equivalent to one (1) semester credit. (3-15-22)

d. Pupil service staff certificate holders who hold a professional license through the appropriate Idaho state licensing board may use renewal of their professional license toward the renewal of their pupil service staff certificate in lieu of the requirements herein. (3-15-22)

e. Renewal credits may not be carried over from one (1) renewal period to the next. (3-15-22)

03. **Professional Development Plans.** Local education agencies will have professional development plans. (3-15-22)

061. -- 065. (RESERVED)

066. FEES.

The state Department of Education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-23-22)

01. **Initial Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75) (3-23-22)

02. **Renewal Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75) (3-23-22)

03. **Alternate Route Authorization.** All types, issued for one (1) year -- one hundred dollars (\$100) (3-23-22)

04. **Additions or Changes During the Life of an Existing Certificate.** Twenty-five dollars (\$25) (3-23-22)

05. **To Replace an Existing Certificate.** Ten dollars (\$10) (3-23-22)

067. -- 074. (RESERVED)

075. FINGERPRINTING AND BACKGROUND INVESTIGATION CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).

All individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a background investigation check. (3-23-22)

01. **Definitions.** (3-23-22)

a. Applicant. An individual completing a background investigation check as identified in Subsection 075.02 of these rules. (3-23-22)

b. Background Investigation Check. The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for non-criminal justice purposes including employment suitability, licensing determinations, immigration and naturalization matters, and national security clearances. (3-23-22)

c. Background Investigation Check Result. The response to a state and federal background

investigation check initiated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Results are returned to the submitting authorized entity by the state criminal history repository (Idaho State Police Bureau of Criminal Investigation). (3-23-22)

- d.** Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (3-23-22)
- e.** Candidate. An individual attending a postsecondary program. (3-23-22)
- f.** Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (3-23-22)
- g.** Employee. A person who is hired for a wage, salary, fee, or payment to perform work for an employer. (3-23-22)
- h.** Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint images, both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simultaneously without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a livescan device. Standard fingerprint cards may also be scanned for submission to the state repository for background investigation check purposes. (3-23-22)
- i.** Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the Idaho State Police Bureau of Criminal Identification or Federal Bureau of Investigation for poor quality prints. (3-23-22)
- j.** Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of an LEA employee in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. (3-23-22)
- 02. Individuals Required to Complete a Background Investigation Check.** (3-23-22)
 - a.** All applicants for certificates; (3-23-22)
 - b.** Certificated and noncertificated employees; (3-23-22)
 - c.** Substitute teachers; (3-23-22)
 - d.** Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services; (3-23-22)
 - e.** Student teachers or any postsecondary candidates who have unsupervised contact with students in a public K-12 setting; (3-23-22)
 - f.** Volunteers who have unsupervised contact with students in a public K-12 setting; (3-23-22)
 - g.** Any individuals who have unsupervised contact with students in a public K-12 setting. (3-23-22)
- 03. Fee.** The State Department of Education shall charge a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-23-22)
- 04. Rejected Fingerprint Cards or Scans.** (3-23-22)
 - a.** When a fingerprint card has been rejected a new completed fingerprint card is required. (3-23-22)
 - b.** The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractor, postsecondary program, or individual. (3-23-22)

c. A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the State Department of Education within thirty (30) calendar days. (3-23-22)

d. If the new fingerprint card and rejected fingerprint card are returned after thirty (30) calendar days, a fee, pursuant to Subsection 075.03 of these rules, is required to be paid. (3-23-22)

05. Secured Background Investigation Check Website. The State Department of Education will maintain a background investigation check website listing the background investigation check results for review by the LEA, private or parochial school, contractor or postsecondary program. Each LEA, private or parochial school, contractor and postsecondary program will have access to the background investigation check secure site listing their employees, statewide substitute teacher list, and student teacher list. (3-23-22)

06. Background Investigation Checks for Certification. (3-23-22)

a. The State Department of Education will make the final determination if an applicant is eligible for Idaho certification. (3-23-22)

b. If the State Department of Education makes a determination that the applicant is not eligible for Idaho certification, the State Department of Education may deny the applicant Idaho certification. Upon receiving the written denial, the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (3-23-22)

07. Substitute Teachers. Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a background investigation check. The State Department of Education shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a background investigation check every five (5) years in accordance with Section 33-512, Idaho Code. (3-23-22)

08. Break In Service. (3-23-22)

a. When an employee returns to any LEA, private or parochial school, or contractor after a break in service, a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-23-22)

b. When an employee changes employment between LEAs a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-23-22)

09. Postsecondary. (3-23-22)

a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for unsupervised contact with students in a public K-12 setting including student teaching, internships, or other types of candidate training. (3-23-22)

b. The State Department of Education will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (3-23-22)

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-15-22)

01. Aspirations and Commitments. (3-15-22)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-15-22)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-15-22)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-15-22)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (3-15-22)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (3-15-22)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (3-15-22)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in [Section 33-1208, Idaho Code](#). (3-15-22)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. All digital communication with students must occur on a device and platform approved by the district and on a school-based account. Unethical conduct includes, but is not limited to: (7-1-26)

a. Committing any act of child abuse, including physical or emotional abuse; (3-15-22)

b. Committing any act of cruelty to children or any act of child endangerment; (3-15-22)

c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-15-22)

d. Committing any act of harassment as defined by local education agency policy; (3-15-22)

e. Soliciting, encouraging, or consummating a romantic relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-15-22)

f. Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; (3-15-22)

g. Using inappropriate language including, but not limited to, swearing and improper sexual comments

(e.g., sexual innuendos or sexual idiomatic phrases); (3-15-22)

h. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (3-15-22)

i. Inappropriate contact with any minor or any student regardless of age using electronic or social media; (3-15-22)

j. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-15-22)

k. Conduct that is detrimental to the health or welfare of students; and (3-15-22)

l. Deliberately falsifying information presented to students. (3-15-22)

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-15-22)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-15-22)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (3-15-22)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (3-15-22)

e. Possession of an illegal drug as defined in [Title 37, Chapter 27, Idaho Code](#), Uniform Controlled Substances. (7-1-26)

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

a. Fraudulently altering or preparing materials for licensure or employment; (3-15-22)

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-15-22)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-15-22)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-15-22)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (3-15-22)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-15-22)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the

course of an official inquiry or investigation; (3-15-22)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-15-22)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-15-22)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-15-22)

a. Misuse, or unauthorized use, of public or school-related funds or property including a device or platform approved by the district or on a school-based account; (7-1-26)

b. Failure to account for school funds collected from students, parents, patrons, or other donors from all sources, including online donation platforms; (3-15-22)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-15-22)

d. Co-mingling of public or school-related funds in personal account(s); (7-1-26)

e. Unauthorized use of school property for private financial gain; (7-1-26)

f. Engaging in sexually explicit activity on a device or platform approved by the district or on a school-based account, including, but not limited to, viewing pornographic or sexually explicit images, engaging in sexually explicit conversations, or creating or exchanging any type of sexually explicit content; and, (7-1-26)

g. Deliberate use of poor budgeting or accounting practices. (3-15-22)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-15-22)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-15-22)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-15-22)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; (7-1-26)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in [Section 18-1359\(b\), Idaho Code](#); and, (7-1-26)

e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school. (3-15-22)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-15-22)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-15-22)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-15-22)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-15-22)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing local education agency; (3-15-22)

b. Willfully refusing to perform the services required by a contract; and, (3-15-22)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-15-22)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-15-22)

a. Failure to comply with [Section 33-1208A, Idaho Code](#), (reporting requirements and immunity); (3-15-22)

b. Failure to comply with [Section 16-1605, Idaho Code](#), (reporting of child abuse, abandonment or neglect); (3-15-22)

c. Failure to comply with [Section 33-512B, Idaho Code](#), (suicidal tendencies and duty to warn); and (3-15-22)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-15-22)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities. A professional educator follows generally recognized professional principles. Unethical conduct includes, but is not limited to: (7-1-26)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-15-22)

b. Committing any act of harassment toward a colleague; (3-15-22)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-15-22)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (3-15-22)

e. Willfully interfering with the free participation of colleagues in professional associations; and (3-15-22)

f. Taking, possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (3-15-22)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-15-22)

02. Educator. A person who held, holds, or applies for an Idaho Certificate (Section 33-1201, Idaho Code). (3-15-22)

03. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-15-22)

04. Executive Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and recommend possible disciplinary action. (3-15-22)

05. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-15-22)

06. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-15-22)

07. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Professional Standards Commission. (3-15-22)

08. No Probable Cause. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (3-15-22)

09. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-15-22)

10. Probable Cause. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. (3-15-22)

11. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-15-22)

12. Revocation. The invalidation of any Certificate held by the educator. (3-15-22)

13. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms. (3-15-22)

078. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING EDUCATOR PREPARATION PROGRAMS.

01. The Official Vehicle for the Approval of ~~Traditional~~ Educator Preparation Programs. ~~Traditional~~ Educator preparation programs will be accredited by an accrediting body that approves educator preparation programs and is recognized by the state board of education and meets the board approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards for the Initial Certification of Professional School Personnel will be posted on the state board of education and state department of education websites. All standards will include an implementation date. () (4-6-23)

~~02. Non-Traditional Educator Preparation Program. To be considered for approval each non-traditional educator preparation program must include the following components: (3-15-22)~~

~~a. Assessment of pedagogy and content knowledge; and (3-15-22)~~

~~b. Alignment to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-15-22)~~

023. Continuing Approval. Approved educator preparation programs will be reviewed for continued approval on a timeline and in a format established by the state board of education. Program reviews will take into consideration the instructional methodology used by the approved program. (3-15-22)

034. Payment Responsibilities for Educator Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho educator preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (3-15-22)

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-15-22)

b. Requesting institutions pay for all other expenses related to on-site educator preparation program reviews, including all standards review. (3-15-22)

101. -- 109. (RESERVED)

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with the following state class size ratio goals.

TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

INSTRUCTIONAL PERSONNEL

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	250:1 * student/district average

Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (4-6-23)

111. BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.

01. Dissemination of Information. School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students. (3-15-22)

02. Professional Development. The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include: (3-15-22)

- a. School philosophy regarding school climate and student behavior expectations; (3-15-22)
- b. Definitions of bullying, harassment, and intimidation; (3-15-22)
- c. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents; (3-15-22)
- d. Expectations of staff intervention for bullying, harassment, and intimidation; (3-15-22)
- e. School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and (3-15-22)
- f. Other topics as determined appropriate by the school district or charter school. (3-15-22)

03. Graduated Consequences. Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. (3-15-22)

- a. Graduated consequences may include, but are not limited to: (3-15-22)
 - i. Meeting with the school counselor; (3-15-22)
 - ii. Meeting with the school principal and student's parents or guardian; (3-15-22)

iii. Detention, suspension or special programs; and (3-15-22)

iv. Expulsion. (3-15-22)

b. The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services or to law enforcement, or both, pursuant to Section 18-917A, Idaho Code. (3-15-22)

c. Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation. (3-15-22)

04. Intervention. School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to: (3-15-22)

a. Correct the problem behavior; (3-15-22)

b. Prevent another occurrence of the problem; (3-15-22)

c. Protect and provide support for the victim of the act; and (3-15-22)

d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying. (3-15-22)

~~**05. Reporting.** Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting. (3-15-22)~~

112. SUICIDE PREVENTION IN SCHOOLS.

As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include: (3-15-22)

01. Prevention. School philosophy regarding school climate and the promotion of protective factors; data on suicide for the region or state, or both; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships. (3-15-22)

02. Intervention. How to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal. (3-15-22)

03. Postvention. Evidence-based protocol for responding to a student/staff suicide. (3-15-22)

113. -- 119. (RESERVED)

120. LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for certified staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based. For pupil service staff, those standards shall be aligned with the profession's national standards. For instructional staff, those standards shall be aligned to the state evaluation framework, Charlotte Danielson Framework for Teaching Second Edition, domains and components specified in Subsection 120.01 of this rule, and must be determined based

on professional practice. For all certification personnel, domain or component ratings, or both, may be weighted based on the individual's individualized professional learning plan. If weighting the summative evaluation toward only two or three of the domains, the evaluation must indicate how this aligns with the individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in Subsections 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-15-22)

01. Standards. Each district evaluation model shall be aligned to state evaluation framework minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-15-22)

- a.** Domain 1 - Planning and Preparation: (3-15-22)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-15-22)
 - ii. Demonstrating Knowledge of Students; (3-15-22)
 - iii. Setting Instructional Outcomes; (3-15-22)
 - iv. Demonstrating Knowledge of Resources; (3-15-22)
 - v. Designing Coherent Instruction; and (3-15-22)
 - vi. Designing Student Assessments. (3-15-22)
- b.** Domain 2 - The Classroom Environment: (3-15-22)
 - i. Creating an Environment of Respect and Rapport; (3-15-22)
 - ii. Establishing a Culture for Learning; (3-15-22)
 - iii. Managing Classroom Procedures; (3-15-22)
 - iv. Managing Student Behavior; and (3-15-22)
 - v. Organizing Physical Space. (3-15-22)
- c.** Domain 3 - Instruction and Use of Assessment: (3-15-22)
 - i. Communicating with Students; (3-15-22)
 - ii. Using Questioning and Discussion Techniques; (3-15-22)
 - iii. Engaging Students in Learning; (3-15-22)
 - iv. Using Assessment in Instruction; and (3-15-22)
 - v. Demonstrating Flexibility and Responsiveness. (3-15-22)
- d.** Domain 4 - Professional Responsibilities: (3-15-22)
 - i. Reflecting on Teaching; (3-15-22)
 - ii. Maintaining Accurate Records; (3-15-22)

- iii. Communicating with Families; (3-15-22)
- iv. Participating in a Professional Community; (3-15-22)
- v. Growing and Developing Professionally; and (3-15-22)
- vi. Showing Professionalism. (3-15-22)

02. Professional Practice. All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the state evaluation framework domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least one (1) documented summative evaluation must include a rating for all components within each domain or indicate how the evaluation is weighted toward specific domains and aligned to the individualized professional learning plan of the applicable professional standards used for evaluation of certified personnel. In addition to the domains and components of the state evaluation framework, district evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of each certificated instructional employee evaluations: (3-15-22)

- a. Parent/guardian input; (3-15-22)
- b. Student input; and/or (3-15-22)
- c. Portfolios. (3-15-22)

03. Student Achievement. Instructional staff summative evaluation ratings must in part be based on measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-15-22)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code. Evaluations shall be differentiated for certificated non-instructional employees and Pupil Service Staff Certificate holders in a way that aligns with the state evaluation framework to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-15-22)

05. Evaluation Policy – Content. Local school district policies will include, at a minimum, the following information: (3-15-22)

- a. Evaluation criteria -- statements of the criteria upon which certificated personnel will be evaluated and rated. (3-15-22)
- b. Evaluator -- identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations. (3-15-22)
- c. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (3-15-22)

d. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-15-22)

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (3-15-22)

f. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. Districts shall have an individualized teacher evaluation rating system with a minimum of three (3) ratings used to differentiate performance of teachers and Pupil Service Staff Certificate holders including: (3-15-22)

i. Unsatisfactory being equal to "1"; (3-15-22)

ii. Basic being equal to "2"; and (3-15-22)

iii. Proficient being equal to "3". (3-15-22)

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (3-15-22)

g. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-15-22)

06. Evaluation Policy – Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-15-22)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-15-22)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and Pupil Service Staff certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the state evaluation framework and national standards for pupil service staff as applicable. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-15-22)

121. LOCAL DISTRICT EVALUATION POLICY – SCHOOL ADMINISTRATOR.

All school and school district administrators must receive an annual evaluation. Individuals serving in the role of superintendent or its equivalent shall be evaluated by the local board of trustees. Individuals serving in the capacity of a school district superintendent shall be evaluated based on the school district evaluation policy for superintendents. For principal and other school level administrator evaluations, each school district board of trustees will develop and adopt policies for performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal or other school level administrators are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. For Special Education Directors, standards aligned with the profession's national standards may replace those outlined in Subsection 121.01. The process of developing criteria and procedures for administrator evaluations will allow

opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-15-22)

01. Standards. 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 and include proof of proficiency in conducting teacher evaluations using the state's framework for evaluations, the state evaluation framework. Proof of training in evaluating teacher performance shall be required of all individuals assigned the responsibility for observing or evaluating certificated personnel performance. Principal evaluation standards shall additionally address the following domains and components: (3-15-22)

a. Domain 1: School Climate - 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. (3-15-22)

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. (3-15-22)

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. (3-15-22)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-15-22)

b. Domain 2: Collaborative Leadership - 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. (3-15-22)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-15-22)

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (3-15-22)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-15-22)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-15-22)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-15-22)

c. Domain 3: Instructional Leadership - 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. (3-15-22)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (3-15-22)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-15-22)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-15-22)

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 the instructional vision. (3-15-22)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-15-22)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-15-22)

02. Professional Practice. All principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of each evaluation, district evaluation models shall also include at least one (1) of the following: (3-15-22)

a. Parent/guardian input; (3-15-22)

b. Teacher input; (3-15-22)

c. Student input; and/or (3-15-22)

d. Portfolios. (3-15-22)

03. Student Achievement. All administrators must receive an evaluation in which part of the summative evaluation results are based in part on objective measures of growth in measurable student achievement, as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years data. Growth in student achievement may be considered as an optional measure for all other school based and district based administrators, as determined by the local board of trustees. (3-15-22)

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (3-15-22)

a. Evaluation criteria -- statements of the criteria upon which administrators will be evaluated. (3-15-22)

b. Evaluator -- identification of the individuals responsible for observing or evaluating school level administrator performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations. (3-15-22)

c. Communication of results -- the method by which principals are informed of the results of evaluation. (3-15-22)

d. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-15-22)

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (3-15-22)

f. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. Districts shall have an individualized principal evaluation rating system with a minimum of three ratings used to differentiate performance of principals including: (3-15-22)

i. Unsatisfactory being equal to “1”; (3-15-22)

ii. Basic being equal to “2”; and (3-15-22)

iii. Proficient being equal to “3”. (3-15-22)

iv. A fourth evaluation rating of Distinguished, being equal to “4,” may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (3-15-22)

g. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-15-22)

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all administrators on a fair and consistent basis. All administrators shall be evaluated at least once annually no later than June 1 of each year. (3-15-22)

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts in accordance with the approved policies of the Idaho State Board of Education Data Management Council. (3-15-22)

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-15-22)

122. -- 129. (RESERVED)

130. SCHOOL FACILITIES.

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential. (3-15-22)

01. Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes. (3-15-22)

02. Inspection of Buildings. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year. (3-15-22)

131. -- 139. (RESERVED)

140. ACCREDITATION.

01. Requirement. Accreditation is voluntary for elementary schools, grades K-8, and alternative schools not identified in Subsection 140.02.a. through 140.012.e. of this rule. (3-15-22)

02. Alternative Schools. An alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.02.a. through 140.02.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.02.a. through 140.02.e. is considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (3-15-22)

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous year's enrollment; (3-15-22)

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (3-15-22)

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (3-15-22)

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (3-15-22)

e. School receives its own accountability rating for federal reporting purposes. (3-15-22)

03. Standards. Schools will meet the accreditation standards of an accrediting body recognized by the state board of education. (3-15-22)

04. Residential Schools. In addition to the academic standards, residential schools must meet the applicable health and safety standards established pursuant to Section 39-1210, Idaho Code, to be considered fully accredited by the State Board of Education. (3-15-22)

05. Reporting. An annual accreditation report will be submitted to the State Board of Education identifying each accredited school and school district in the state and the status of their accreditation. (3-15-22)

141. -- 149. (RESERVED)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (3-15-22)

151. -- 159. (RESERVED)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle to service. (3-15-22)

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (3-15-22)

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (3-15-22)

04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (3-15-22)

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (3-15-22)

06. Withdraw from Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (3-15-22)

161. -- 169. (RESERVED)

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules. (3-15-22)

171. -- 179. (RESERVED)

180. WRITTEN POLICY.

The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (3-15-22)

181. -- 189. (RESERVED)

190. PROGRAM OPERATIONS.

School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. Approved school activities shall include structured college/university visits when such visits are part of the school district college and career advising and mentoring plan. (3-15-22)

191. -- 219. (RESERVED)

220. RELEASE TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.

Public elementary and secondary school programs that permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes must develop policies that include the following: (4-6-23)

01. Scheduling. The local school board will have reasonable discretion over the scheduling and timing of the release program. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (3-15-22)

02. Voluntary Decision. The decision of a school district to permit release time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (3-15-22)

03. Time Limit. Release time will be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week or one hundred sixty-five (165) hours during any one (1) academic school year. Students with a graduation plan that allows the student to meet the minimum state graduation requirements and graduate within four (4) years may be granted additional release time at the discretion of the local education agency. (4-6-23)

04. Location. Release time programs will be conducted away from public school buildings and public school property. (3-15-22)

05. Request by Parent. No student will be permitted to leave the school grounds during the school day to attend release time programs except upon written request from a parent or guardian filed with the school principal. Such written request by the parent will become a part of the student's permanent record. (3-15-22)

06. Record Maintenance. The public school will not be responsible for maintaining attendance records for a student who, upon written request of a parent or guardian, is given permission to leave the school grounds to attend a release time program. The school district will maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (3-15-22)

07. Liability. The school district is responsible for ensuring that no public school property, public funds or other public resources are used in any way to operate these programs. The school district is not liable for any injury, act or event occurring while the student participates in such programs. (3-15-22)

08. Course Credit. No credit will be awarded by the school or district for satisfactory completion by a student of a course or courses in release time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (3-15-22)

09. Separation From Public Schools. Public schools will not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for release time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (3-15-22)

10. Transportation Liability. Public schools and school districts will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from or participating in release time programs. (3-15-22)

221. -- 229. (RESERVED)

230. DRIVER EDUCATION.

Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Operating Procedures for Idaho Public Driver Education Programs, as incorporated. (3-15-22)

231. -- 239. (RESERVED)

240. JUVENILE DETENTION CENTERS.

01. Instructional Program. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (3-15-22)

- a. Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (3-15-22)
- b. Provide instruction in core subject areas. (3-15-22)
- c. Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (3-15-22)
- d. Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (3-15-22)
- e. Be directed by an instructor who holds an appropriate, valid certificate. (3-15-22)
- f. Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (3-15-22)
- g. Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (3-15-22)
- h. Be provided for a minimum of four (4) hours during each school day. (3-15-22)
- i. Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (3-15-22)
- j. Be coordinated with the instructional program at the school the student attends, where appropriate. (3-15-22)
- k. Be provided in a facility that is adequate for instruction and study. (3-15-22)

02. State Funding of Instructional Programs at Juvenile Detention Centers. (3-15-22)

a. Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (3-15-22)

b. Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (3-15-22)

c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (3-15-22)

241. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Rule Docket 08-0202-2602 Driver Education

BACKGROUND

The Operating Procedures for Idaho Public Driver Education Programs is a document incorporated by reference in Administrative Rule. Existing provisions include outdated references and do not fully reflect current instructional practices and program administration.

PROPOSAL

The proposed rule updates Section 004.02 to revise the incorporated Operating Procedures for Idaho Public Driver Education Programs. These updates remove outdated references, including INACOL standards that are no longer used and align the rule with current instructional practices.

Additional revisions clarify provisions related to instructional delivery methods, including online coursework, approval standards, and instructor requirements.

Collectively, these changes improve clarity and ensure the incorporated materials accurately reflect current practice and program expectations.

IMPACT

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with statutory requirements and provides stakeholders with the opportunity for input prior to final adoption.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed Docket 08-0202-2602 in partnership with the State Department of Education. The Department used an appropriate process to recommend updates to the document incorporated by reference, the Operating Procedures for Idaho Public Driver Education Programs.

Board staff recommends approval.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

ATTACHMENTS

Attachment 1 – 08-0202-2602 Notice of Proposed Rulemaking
Attachment 2 – 08-0202-2602 - Proposed Rule Redline
Attachment 3 – Operating Procedures for Driver Education

BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0202-2602, pertaining to the incorporated document Operating Procedures for Idaho Public Driver Education Programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code Sections §33-105, §33-107, §33-116, and §33-1612
IDAPA 08.02.02.004

REFERENCE

June 2016	The State Board of Education approved the Operating Procedures for Idaho Public Driver Education Programs.
June 2026	The State Board of Education initiated negotiated rulemaking for Docket 08-0202-2602.

Notice of Proposed Rulemaking With No Public Hearings**IDAPA 08 – STATE BOARD OF EDUCATION****08.02.02 – RULES GOVERNING UNIFORMITY****DOCKET NO. 08-0202-2602 (OARC will assign)****NOTICE OF RULEMAKING - PROPOSED RULE**

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to [Section 33-105](#), [33-107](#), [33-116](#), [33-1612](#), and [33-1631](#) Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates Section 004.02, Operating Procedures for Idaho Public Driver Education Programs (Incorporation by Reference), within IDAPA 08.02.02. The proposed rule revises incorporated materials to remove outdated references to INACOL standards and updates provisions related to instructional delivery methods, including online coursework and instructor requirements.

These changes ensure the incorporated Operating Procedures reflect current instructional practices, clarify requirements for program implementation, and improve consistency in the application of driver education program standards.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: **NA**

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, [Volume 26-6](#).

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

Changes to the Idaho Public Driver Education Program Manual include the removal of references to the now-obsolete International Association for K-12 Online Learning in sections 1.2.1.1, 2.2.2, and 2.8.3. In addition, the requirement in section 3.5 for driver education instructors to receive a medical examination has been removed as to classroom-only instructors.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text (*if*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 1

available), contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: <https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/>

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

08.02.02 – RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

Article IX, Section 2 of the Idaho Constitution and Sections [33-105](#), [33-107](#), [33-116](#), and [33-1612](#), Idaho Code.

(7-1-26)

001. SCOPE.

Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers.

(3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules:

(3-15-22)

01. Standards for Idaho School Buses and Operations as approved on August 24, 2022. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (4-6-23)

02. Operating Procedures for Idaho Public Driver Education Programs as approved on ~~June 16, 2016~~ August 13, 2026. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (~~3-15-22~~)()

(BREAK IN CONTINUITY OF SECTIONS)



Idaho Public Driver Education

PROGRAM MANUAL

Approved June 16, 2016

Updated August 13, 2026



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IDAPA 08.02.02.004

PUBLIC DRIVER EDUCATION

All Idaho public Driver Education programs operated by a public school district must comply with the requirements in this document. Sections one (1) through six (6) apply to those programs that public school districts operate directly and do not apply to any public school district that contracts with a private driving business licensed by the Idaho Bureau of Occupational Licensing. Section seven (7) applies to public school districts that contract with private driving businesses licensed by the Idaho Driving Businesses Licensure Board.

1

Public Driver Education Student Requirements

1.1 Enrolled Students

- 1.1.1 An individual between the ages of 14 ½ and 21 may enroll in an Idaho public driver education and training program.
- 1.1.2 Students under the age of 18 must provide a Verification of Compliance Form from their school to prove that they are currently enrolled in school.
- 1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.
- 1.1.4 Students enrolled in a home school program must be in compliance with the requirements of the Idaho State Department of Education. The student must be in a home school program for at least one (1) year prior to obtaining a driver education permit.

1.2 Transfer Students From Out Of State

- 1.2.1 Students completing driver education in another state must have met or exceeded Idaho's minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.
- 1.2.1.1 ~~Online coursework is not transferable unless it meets or exceeds INACOL standards (International Association for K-12 Online Learning). Online coursework can only replace the (30) classroom hours.~~ Driving and observation time cannot be replaced with simulated driving or on-line classroom hours.
- 1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and fewer than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

1.3 Student Transfers

- 1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as “transferred out” to keep the permit valid. The school must hold onto the permit until that student can be “transferred in” to another class.

1.4 Failure/Removal from a Public Driver Education Program

- 1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:
- 1.4.1.1 Not having purchased a permit before any instruction takes place.
 - 1.4.1.2 Excessive tardiness or absences.
 - 1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive driver education classroom environment.
 - 1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.)
 - 1.4.1.5 Violation of Idaho’s alcohol/age laws during driver education, while driving or not, will cancel the instruction permit and result in failing driver education.
 - 1.4.1.6 Any violation of the driver education permit including driving without the instructor during the period of time the course is being offered.
 - 1.4.1.7 Use of a mobile or electronic device during instruction without the instructor’s permission.
 - 1.4.1.8 A student in violation of any school or district policy shall not be permitted to enroll or complete driver education.

1.5 Students with Special Needs

- 1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in driver education and training. Once enrolled, every effort should be made to adapt lesson materials to the student’s specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district’s school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.
- 1.5.2 Public driver education programs will have procedures in place to assist instructors in identifying students with special needs.
- 1.5.3 The school shall provide appropriate accommodations when necessary. No accommodations can be made that compromise public safety.

2

Public Program Instructional Requirements

2.1 Classroom Environment

- 2.1.1 If the classroom is not located in a public school building, a Certificate of Maximum Occupant Load from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the Americans with Disabilities Act.
- 2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.

2.2 Minimum Hours and Days

- 2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind-the-wheel instruction and six (6) clock hours of observation.
- ~~2.2.2~~ ~~With the exception of the approved Idaho INACOL online course, the thirty (30) clock hours of classroom instruction requires face to face interaction with the instructor.~~
- ~~2.2.3~~ ~~2.2.2~~ Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.
- ~~2.2.4~~ ~~2.2.3~~ Students shall be regularly scheduled for concurrent and sequential classroom and behind-the-wheel instruction. Every student will receive instruction for the required number of hours.
- ~~2.2.5~~ ~~2.2.4~~ Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind-the-wheel instruction.
- ~~2.2.6~~ ~~2.2.5~~ Classroom instruction shall not be substantially completed or completed before starting in-car practice.
- ~~2.2.7~~ ~~2.2.6~~ Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.
- ~~2.2.8~~ ~~2.2.7~~ A maximum of thirty-six (36) students shall be scheduled per class.
- ~~2.2.9~~ ~~2.2.8~~ Classroom instruction shall not exceed ten (10) hours in a seven day period.
- ~~2.2.10~~ ~~2.2.9~~ Classroom instruction shall not exceed three (3) hours and twenty (20) minutes per day.
- ~~2.2.11~~ ~~2.2.10~~ Instruction shall not begin earlier than 6 a.m. or end later than 10 p.m.

2.3 Behind the Wheel Driving Time

- 2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.
- 2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.
- 2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.
- 2.3.3 Behind the wheel lessons shall not begin earlier than 6 a.m. or end after 10 p.m.
- 2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.
- 2.3.5 Each drive must have specific, written objectives.
- 2.3.6 Detailed feedback will be provided to each student after each drive.

2.4 Observation Time

- 2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.
- 2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
- 2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

2.5 Vehicle Occupants

- 2.5.1 Only the instructor and student driver may occupy the front seats.
- 2.5.2 In-car instruction shall include not less than two (2) or more than three (3) students in the car.
- 2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.
- 2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

2.6 Multiple-Car Driving Range

- 2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of behind the wheel instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind- the-wheel hours.

2.7 Simulation Instruction

- 2.7.1 Simulators may be used for supplemental instruction only and not for any part of the six (6) hours of behind-the-wheel or observation time.

2.8 Distance Learning Courses

- 2.8.1 Students taking the classroom portion of driver education online must find and hire a local certified in-car instructor prior to beginning the course.
- 2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.
- ~~2.8.3 Approved online driver education courses must meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho Department of Education.~~

3

Public Program Instructor Requirements

3.1 Definition of a Public Driver Education Instructor

- 3.1.1 A public driver education instructor is an individual who is licensed by the Idaho Department of Education to teach the classroom instruction and behind-the-wheel phase of driver education in the public school system.

3.2 Age

- 3.1.1 Idaho public driver education instructors must be at least twenty-one (21) years of age.

3.3 Driver's License

- 3.2.1 Applicants for an original or renewal public driver education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:
- received a court suspension or revocation that is not traffic related.
 - been convicted of a traffic violation that carries a mandatory suspension or revocation of the driver's license within the preceding thirty-six (36) months.
 - been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
 - been convicted for any moving traffic violation causing a fatal traffic collision.
 - been convicted for driving while his/her driver's license was revoked or suspended within the past five (5) years.
 - been convicted for driving under the influence of a controlled substance within the past five (5) years.
- 3.2.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

3.4 Education

- 3.4.1 Applicants for an original public driver education instructor license must have completed at least four (4) semester credit hours in a state-approved driver education licensing course.
- 3.4.2 Applicants for an original public license must have a valid Idaho educator credential or verified previous instructor experience.
- 3.4.3 Licensed instructors moving to Idaho from another state must take and pass the State of Idaho Driver Education Certification Exam with a grade of 80% or higher. If an applicant fails the exam, the Idaho Driver Education Licensing course must be taken.
- 3.4.4 Idaho public driver education instructors who have let their licenses lapse must either attend fifteen (15) hours of driver education professional development or take and pass the Idaho Driver Education Licensing Course's final exam with a grade of 80%. If the applicant fails the written final exam, they must retake the Idaho Driver Education Licensing Course or wait to attend fifteen (15) hours of driver education professional development.
- 3.4.5 New public driver education instructor applicants must submit a sealed Idaho Transportation Department (ITD) skills test that has been administered by an ITD skills tester within the past twelve (12) months, with a passing score of not more than seven (7) penalty points. The applicant must wait three (3) days before retesting.

- 3.4.5.1 At the discretion of the Idaho Department of Education, a re-examination of a knowledge or skills test may be required for a license renewal.
- 3.4.6 Instructors who once had a valid teaching credential may continue to teach driver education without having to keep their teaching credential current.

3.5 Medical Examination

- 3.5.1 ~~With the exception of classroom-only instructors, Public-public~~ driver education and training instructors shall have a medical examination performed by a certified medical professional.
- 3.5.2 The medical examination shall be completed within three (3) months preceding the application.
- 3.5.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disabilities that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant's ability to drive safely or instruct automobile drivers.
- 3.5.4 The medical examination must be renewed upon expiration and a copy of the official form sent to the Idaho Department of Education.
- 3.5.5 Public driver education instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

3.6 Professional Development

- 3.6.1 Public driver education instructors must complete eight (8) hours of professional development training every year. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.
- 3.6.2 Professional development training, other than state offered workshops, must be pre-approved by the Idaho Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Idaho Department of Education.

3.7 License Renewal

- 3.7.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twelve (12) months.
- 3.7.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

3.8 Criminal History Check

- 3.8.1 Anyone affiliated with teaching public driver education must have a current criminal history check on file at the Idaho Department of Education on an official IDE form.
- 3.8.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.

- 3.8.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an IDE Multiple Assignment Form may be filled out and one background check used for all schools on the form.
- 3.8.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for public driver education licensing.
- 3.8.5 A public driver education instructor convicted of a misdemeanor or felony crime against a child will lose his or her current driver education license.

3.9 Driving Under the Influence (D.U.I.)

- 3.9.1 If a public driver education instructor is convicted of a D.U.I. while holding a public driver education instructor's license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.
- 3.9.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a public driver education instructor's license until five (5) years from the date of conviction.
- 3.9.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.
- 3.9.4 An individual with more than one D.U.I. is not eligible for a public driver education instructor's license.

Public Program Course Administration

4.1 Annual Application to Operate Packet

- 4.1.1 All public driver education programs, including those contracting with a private driving school, must submit an Annual Program Plan to the Idaho Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.

4.2 Student Lists

- 4.2.1 All public driver education programs must submit a Final Student List provided by the IDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.
- 4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

4.3 Reimbursement

- 4.3.1 All public driver education programs must report all income generated by student fees and district expenses to the Idaho Department of Education on the Reimbursement Form.
- 4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.
- 4.3.3 Claims for reimbursement must include final student lists with instructors signature for each course taught.
- 4.3.4 Any public driver education program that fails to meet the standards within this document shall not be entitled to reimbursement.
- 4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their Reimbursement Form.

- 4.3.6 Two or more districts may cooperate in offering driver education and training. However, only one school district may submit a Reimbursement Form. All adjustments for payment of expenses will be between the cooperating districts.
- 4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another Reimbursement Form.
- 4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.
- 4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.
- 4.3.9 Claims for on-line classroom reimbursement must be an approved online Driver Education course that meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho Department of Education.

4.4 Students outside a School District

- 4.4.1 Students enrolled in any Idaho public school district may enroll in driver education and training outside their home district with approval from both districts.

4.5 Student Records

- 4.5.1 At the end of the course, the student's driving logs shall be included in the student's record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed, withdrew, cancelled or transferred. Each student's record shall include:
 - student's full name, address, telephone number;
 - driver training permit number;
 - attendance records;
 - behind-the-wheel driving log;
 - quizzes and tests grade results;
 - final grades.
- 4.5.2 Students will be given a certificate of completion upon passing a public Idaho driver education course.
- 4.5.3 Original student records shall be made in ink and updated after each lesson.
- 4.5.4 The original records shall be made available to the Idaho Department of Education upon request.
- 4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Idaho Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction or mutilation; the agency to which it was reported, name of the law enforcement officer or fire department official, case number, and the date of the report.

4.6 Collision/Incident Report

- 4.6.1 Within two (2) weeks following any incident involving a public driver training vehicle, the school district must submit a current IDE Collision/Incident Report Form to the Idaho Department of Education.
- 4.6.2 All driver training vehicles involved in a collision will be required to file a report with the appropriate police agency. The school district will provide a copy of the police report to the Idaho Department of Education.
- 4.6.3 Any student driver who is convicted of a traffic violation resulting in a crash while holding a driver education permit may have their permit revoked. If the license is revoked, the student must purchase another permit and take the class at a later date.

4.7 Driving Logs

- 4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11) final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

4.8 Instructor Cell Phone and Mobile Device Use During Instruction

- 4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.

4.9 Assessments

- 4.9.1 The standards for passing a public driver education and training program shall be clearly set forth in writing to students prior to starting the course of instruction.
- 4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.
- 4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.
- 4.9.4 Successful completion for the course is earning a grade of 80% or higher.
- 4.9.5 A final knowledge test will be administered at the completion of the course.
- 4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

4.10 Parental Involvement

- 4.10.1 Contact with each student's parent or guardian is required at least once during the course.
- 4.10.1.1 Contact may be by phone, email, mail, or in person for on-line classes.
- 4.10.1.2 Instructors will conduct at least one parent night with each driver education class. Parents/Guardian must attend prior to the student receiving their supervised instruction permit.

4.11 Make-Up Policy

- 4.11.1 The school will have a written policy for missed coursework and driving.
- 4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.
- 4.11.3 The school may charge an extra fee for missed coursework and driving.

4.12 Curriculum

- 4.12.1 An Idaho public driver education and training program's classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent Idaho Public Driver Education Curriculum Guide.
- 4.12.2 Idaho public driver education programs may create their own curricular materials as long as they meet or exceed the most recent Idaho Public Driver Education Curriculum Guide.
- 4.12.3 Idaho public driver education programs must meet or exceed the most current Idaho Teen Driver Education and Training Program Content Standards and Benchmarks.
- 4.12.4 The Idaho Public Driver Education Curriculum Guide will be based on nationally accepted standards and best practices.
- 4.12.5 A school's curriculum may be audited as part of a regular review.

4.13 Lesson Plans

- 4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program's approved curriculum content outline. Lesson plan content shall meet or exceed the most current Idaho Public Driver Education Curriculum Guide.

4.14 Student Instructional Materials

- 4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school's curriculum content outline.
- 4.14.2 Textbooks, if used, shall be selected from the list adopted by the Idaho Department of Education.

4.15 Idaho Driver's Manual

- 4.15.1 Each student shall have access to a current copy of the Idaho Driver's Manual. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho's traffic laws, rules of the road, driver licensing and vehicle registration.

4.16 Practice Guide/Log

- 4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a Supervised Driving Guide Book and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.

5 Public Driver Education Vehicle Requirements

5.1 Vehicle Type

- 5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department's vehicle registration laws and be maintained in safe operating condition.

5.2 Vehicle Use

- 5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the driver education program's expenses.

5.3 Annual Vehicle Inspection

- 5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the Vehicle Inspection Form provided by the Idaho Department of Education.
- 5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the Vehicle Inspection Form.
- 5.3.3 Annual inspections expire on June 30 each year.
- 5.3.4 Inspections serve to verify the integrity of the vehicle's critical safety components that are necessary to ensure that the vehicle is in safe operating condition.
- 5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the Idaho Department of Education before the vehicle can be returned to service.
- 5.3.6 Mechanics may use the Vehicle Inspection Form provided by the Idaho Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.
- 5.3.7 A dual brake must be included in the inspection.
- 5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

5.4 Required Vehicle Equipment

- 5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).
- 5.4.2 Driver training vehicles shall be equipped with:
- Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
 - An inside rear view mirror for the exclusive use of the instructor.
 - Side-view mirror on each side of the vehicle, adjusted for the driver's use.
- 5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.
- 5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.

- 5.4.3.2 Signs and/or lettering to the rear and sides will have “STUDENT DRIVER,” “DRIVER EDUCATION,” or “DRIVING SCHOOL” with not less than 2 ½ inch high lettering.
- 5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.
- 5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.
- 5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.
- 5.4.4 Vehicles used on a multiple car, off-street “range” are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.

5.5 Vehicle Insurance

- 5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than \$500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

6 Monitoring And Reviewing Public Driver Education Programs

6.1 Compliance Reviews

- 6.1.1 The Idaho Department of Education may review public driver education classroom and behind-the-wheel instruction and program records for compliance with department instructional, statutory, and regulatory requirements.

6.2 Investigation of Complaints

- 6.2.1 Complaints against a public driver education program or instructor will result in an investigation and/or compliance review.

6.3 Compliance Review Feedback

- 6.3.1 Reviewed public schools and/or instructors will be given feedback in areas in which they are doing well and areas in which they can improve.

6.4 Improvement Plans

- 6.4.1 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.

6.5 Programs Out of Compliance

- 6.5.1 Public schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

7 Public School Districts Contracting with a Private Driving School

7.1 Contracts with School Districts

- 7.1.1 Public school districts may contract with a private driving school to provide a driver education and training program. To qualify for reimbursement, the district shall have a written contract with the private driving school specifying the responsibilities of each party.
- 7.2.1 Contracts must be renewed annually.

7.2 Renewing Contracts

- 7.2.1 A copy of the contract shall be included in the Annual Program Plan submitted by the school district to the Idaho Department of Education at least thirty (30) days prior to a program starting for that fiscal year.

7.3 Submitting Contracts

- 7.3.1 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the Idaho State Board of Education approved Public Driver Education Content Standards and Benchmarks.

7.4 Responsibility of School District

- 7.4.1 All private contractors must have a valid license as issued by the Idaho Driving Businesses Licensure Board.

7.5 Record Keeping and Reporting

- 7.5.1 All record keeping and required reporting to the Idaho Department of Education shall be completed by the school district.

7.6 Student Records

- 7.6.1 All student records are the property and responsibility of the school district.

7.7 Criminal History Checks

- 7.7.1 In accordance with State Statute 33-512, school districts shall ensure that all private driver education instructors who are contracting with a public school and who will have unsupervised contact with students, have a current criminal history check on an official IDE fingerprint card on file at the Idaho Department of Education. School districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender registry.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Rule Docket 08-0202-2603 – Accreditation Terminology

BACKGROUND

Federal accreditation terminology has changed, and the U.S. Department of Education no longer distinguishes between regional and national accrediting agencies. Existing administrative rule still includes references to “regional” accreditation, which may result in inconsistent interpretation of accreditation requirements for educator certification.

PROPOSAL

The proposed rule updates Sections 012 and 014 to remove the term “regional” from references to accreditation.

These revisions align rule terminology with current federal practices and ensure consistent application of accreditation requirements within educator certification provisions.

IMPACT

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders with the opportunity for input prior to final adoption.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed Docket 08-0202-2603 to align rule terminology with current federal standards and improve clarity in application.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – 08-0202-2603 Notice of Proposed Rulemaking

Attachment 2 – 08-0202-2603 Proposed Rule Redline

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0202-2603, pertaining to Accreditation Terminology.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code Sections §33-1612, §33-1619, §33-5202A, §33-5206
IDAPA 08.02.02.004

REFERENCE

July 2020	The U.S. Department of Education removed the distinction between regional and national accrediting agencies, prompting updates to federal accreditation terminology.
April 2023	The Legislature approved pending rule revisions to IDAPA 08-0202-2201 that updated Section 014 to include accreditation language for educator preparation programs.
May 2026	The State Board of Education initiated negotiated rulemaking for Docket 08-0202-2603.

Notice of Proposed Rulemaking With No Public Hearings**IDAPA 08 – STATE BOARD OF EDUCATION****08.02.02 – RULES GOVERNING UNIFORMITY****DOCKET NO. 08-0202-2603 (OARC will assign)****NOTICE OF RULEMAKING - PROPOSED RULE**

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to [Section 33-105](#), [33-107](#), [33-116](#), and [33-1612](#), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking will consider revisions to Sections 012 and 014 of IDAPA 08.02.02 – Rules Governing Uniformity to remove the word “regional” from references to accreditation. The negotiated rulemaking will focus on updating terminology to reflect current federal practices and ensure consistent application of educator certification requirements.

The purpose of this rulemaking is to remove the outdated modifier “regional” from references to accreditation. The U.S. Department of Education no longer distinguishes between regional and national accrediting agencies. Retaining the term “regional” may result in inconsistent interpretation of accreditation requirements for educator certification. Removing the term supports clarity, consistency, and alignment with current accreditation recognition practices.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: **NA**

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the July 1, 2026 Idaho Administrative Bulletin, Volume 26-7.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text (*if available*), contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: <https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 1

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

08.02.02 – RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

Article IX, Section 2 of the Idaho Constitution and Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

(7-1-26)

001. SCOPE.

Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers.

(3-15-22)

002. -- 003. (RESERVED)

(BREAK IN CONTINUITY OF SECTIONS)

012. ACCREDITED INSTITUTION.

For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a ~~regional~~ accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education.

(~~3-15-22~~)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

An educator having graduated from a foreign institution educator preparation program shall be treated as an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service.

(4-6-23)

014. CERTIFICATES ISSUED TO APPLICANTS FROM ~~REGIONALLY~~ ACCREDITED INSTITUTIONS.

Idaho certificates may be issued to applicants completing accredited educator preparation programs from ~~regionally~~ accredited institutions recognized by the state board of education meeting requirements for certification or equivalent in other states when they substantially meet the requirements for a standard Idaho educator certificate.

(~~4-6-23~~)

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Temporary Proposed Rule 08-0601-2601 Resolution of Athletic Participation Disputes

BACKGROUND

In 2020, the Idaho Legislature enacted House Bill 500, the Fairness in Women's Sports Act, which added a new Chapter 62 to Title 33, Idaho Code. The Act became effective July 1, 2020, but a federal district court entered a preliminary injunction prohibiting its enforcement, and the Ninth Circuit affirmed that injunction. On June 30, 2026, the United States Supreme Court reversed the Ninth Circuit and remanded the case, holding that Idaho did not violate the Equal Protection Clause by limiting women's and girls' teams to biological females. In the consolidated decision, the Court also held that Title IX permits schools to maintain separate men's and women's athletic teams based on biological sex. The decision cleared the way for enforcement of the Act.

Idaho Code § 33-6203 requires interscholastic, intercollegiate, intramural, and club athletic teams or sports sponsored by a public primary or secondary school, a public institution of higher education, or an institution whose students or teams compete against a public school or institution to be designated, based on biological sex, as: (1) male, men's, or boys'; (2) female, women's, or girls'; or (3) coed or mixed. Teams designated for females, women, or girls may not be open to students of the male sex. When a student's biological sex is disputed, the statute establishes a verification process involving documentation from the student's personal health care provider and provides that the State Board of Education "shall promulgate rules . . . regarding the receipt and timely resolution of such disputes."

PROPOSAL

The temporary proposed rule Docket 08-0601-2601 creates a new chapter of rule, IDAPA 08.06.01. While this chapter will be used to address rulemaking in association with HB 500 (2020), it also provides a location for future rules that apply to more than one aspect of Idaho's K-20 education system.

The Board's authority to promulgate rule for Idaho Code § 33-6203 is limited to outlining the process institutions and schools will use to address disputes about a student's biological sex. The temporary proposed rule presented to the Board establishes a single process for K-12 schools and higher education, while allowing appropriate flexibility for institutions, districts, and schools to implement the rule in a manner aligned to their context. Institutions and schools will be expected to identify a "designated administrator" to manage the dispute intake, notices, review of documentation required by statute, and resolution. Consistent with Idaho Code § 33-6203, which limits the Board's rulemaking authority to "the receipt and timely resolution of such disputes," the rule addresses the dispute-resolution process and does not establish or determine, student eligibility for athletic participation.

As a temporary proposed rule, this action provides immediate guidance for implementation while allowing refinement during the rulemaking process.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

IMPACT

Approval of the temporary proposed rule will allow the rule to take effect on August 12, 2026, which will provide schools and institutions with clear guidance for the 2026–2027 school year.

This action will also initiate the proposed rulemaking process, allowing for public comment and further refinement before adoption as a final rule. The pending rule will be brought to the Board for consideration in November.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

To ensure there is an established dispute process for institutions and schools to utilize during the 2026-2027 school year, Board staff developed temporary proposed rule Docket 08-0601-2601 to align with HB 500a (2020), with feedback from legal counsel and stakeholders. Board staff plans to develop and release implementation guidance and recommendations.

While the temporary rule will be in place for the 2026-2027 school year, Board staff is committed to ensuring stakeholders and the public can provide feedback regarding the rule as it simultaneously moves forward through the proposed and pending rule process.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – 08-0601-2601 Notice of Temporary Proposed Rulemaking
Attachment 2 – 08-0601-2601 Temporary Proposed Rule Redline

BOARD ACTION

I move to approve the temporary proposed rule, Docket No. 08-0601-2601, pertaining to resolution of athletic participation disputes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-6201 to §33-6206
IDAPA 08.06.01 Rules Governing

REFERENCE

March 2020	The Idaho Legislature passed HB 500a, the Fairness in Women's Sports Act.
April 2020	The Hecox v. Little lawsuit was filed. Shortly after, the courts placed an injunction to prevent HB 500a (2020) from taking effect while the lawsuit moved through the courts.
June 2026	The U.S. Supreme Court released a ruling upholding HB 500a. Changes to statute took effect.

Notice of Temporary and Proposed Rule**IDAPA 08 – STATE BOARD OF EDUCATION****08.06.01 – RULES GOVERNING THE K-12 AND POSTSECONDARY EDUCATION SYSTEM****DOCKET NO. 08-0601-2601 (OARC will assign)****NOTICE OF RULEMAKING - TEMPORARY AND PROPOSED RULE****GOVERNOR'S STATEMENT:**

An earlier effective date prior to legislative review is required in accordance with the provisions of Idaho Code Section 67-5226(2)(b) to comply with amendments to governing law that became effective June 30, 2026, due to the United States Supreme Court decision to uphold the Idaho Fairness in Women's Sports Act.

EFFECTIVE DATE: The effective date of the temporary rule is August 12, 2026.

AUTHORITY: In compliance with Idaho Code Sections 67-5226 notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Idaho Code Sections [33-105](#), [33-107](#), [33-116](#), [33-1612](#), and [33-6203](#).

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking establishes procedures for schools, local education agencies, and public institutions of higher education to receive, review, document, and resolve disputes regarding a student's biological sex for purposes of athletic participation pursuant to Idaho Code Section 33-6203. The rule establishes requirements for dispute submissions, designation of responsible administrators, notices, documentation review, written resolutions, and confidentiality to support consistent statewide implementation of the Fairness in Women's Sports Act. The temporary rule is being adopted following the June 30, 2026, United States Supreme Court decision upholding Idaho's Fairness in Women's Sports Act and is intended to provide a uniform administrative process while the permanent rulemaking process is completed.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: **NA**

NEGOTIATED RULEMAKING: Pursuant to Idaho Code Section 67-5220(2) negotiated rulemaking was not conducted because the June 30, 2026, decision upholding the Fairness in Women's Sports Act created an immediate need to establish procedures required by Idaho Code Section 33-6203(3). Conducting negotiated rulemaking was not feasible prior to consideration of the temporary and proposed rule. Stakeholder input will be solicited during the public comment process.

INCORPORATION BY REFERENCE: Pursuant to Idaho Code Section 67-5229(2)(a) the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 1

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov, 208-488-7586.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 28, 2026.

DATED this 12th day of August 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

08.06.01 – RULES GOVERNING THE K-12 AND POSTSECONDARY EDUCATION SYSTEM**000. LEGAL AUTHORITY.**

Article IX, Section 2 of the Idaho Constitution and Sections 33-105, 33-107, 33-116, 33-1612, and 33-6203 Idaho Code. ()

001. SCOPE. ()

Uniform and thorough standards by the State Board of Education to address issues and processes that impact more than one entity under the Board's governance in support of the implementation of a coherent K-20 public education system. ()

002. DEFINITIONS. ()

01. Institution of higher education. Referred to as an institution in this rule, is defined as any accredited public university or community college in Idaho, or any public professional-technical school operated by the state of Idaho or any political subdivision thereof. ()

02. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. ()

003. -- 009. (RESERVED)**010. RESOLUTION OF ATHLETIC PARTICIPATION DISPUTES** ()

01. Scope. These rules establish procedures for the receipt and timely resolution of disputes regarding a student's biological sex under Section 33-6203, Idaho Code. ()

02. Designated Administrator. Each institution and school shall identify a designated administrator responsible for resolving disputes under Section 33-6203, Idaho Code. Each institution, school, and LEA shall publish the name and contact information for the designated administrator on its website. ()

a. A local education agency (LEA) with more than one school may identify a single designated administrator for all schools under its governance. ()

b. Each institution, school, or LEA shall identify an alternate for the designated administrator in cases of a reasonable conflict of interest or lack of availability to address a dispute. For purposes of this chapter, if an alternate is identified, all references to the "designated administrator" shall apply to the alternate only for the duration of the dispute. ()

c. The designated administrator shall process athletic disputes including: ()

i. Receipt of disputes. ()

ii. Providing required notices. ()

iii. Receiving documentation to verify the student's biological sex as required by Section 33-6203, Idaho Code. ()

iv. Maintaining confidential records. ()

v. Issuing a written resolution. ()

03. Content of Dispute. A written dispute shall be submitted electronically or via certified mail to the designated administrator. ()

a. The written dispute submission shall include: ()

i. The name and contact information of the student who is deprived of an athletic opportunity or suffers a direct or indirect harm (dispute initiator). If the dispute initiator is a minor, the name and contact information of the student's parent or legal guardian shall be provided and the student's parent or legal guardian shall then constitute the dispute initiator. ()

ii. The name of the student whose biological sex is in question and identification of that student's applicable interscholastic, intercollegiate, intramural, or club athletic teams or sports. ()

iii. A statement describing the factual basis for the dispute. ()

04. Review and Notices. As soon as is practicable and no later than five (5) business days of receipt of a dispute, the designated administrator shall conduct an initial review and issue the applicable notices as outlined in 010.04.a. and 010.04.b. below. ()

a. Notice to Dispute Initiator. ()

i. If the dispute does not include the required information as outlined in Section 010.03.a, the designated administrator shall notify the dispute initiator that the dispute is declined due to failure to provide information required by rule. Dispute submissions may not be amended or supplemented, but a new submission may be prepared and re-submitted for review. ()

ii. If the institution or school has documentation verifying the student's biological sex as required by Section 33-6203(3), Idaho Code, on file, the designated administrator may decline further investigation and include notification that the matter is closed in the acknowledgment of receipt. ()

iii. If the dispute is eligible for review, the designated administrator shall provide the dispute initiator with an acknowledgement of receipt. ()

b. Notice to Student Whose Biological Sex is in Question. ()

i. If the dispute is declined pursuant to 010.04.a.i or 010.04.a.ii, no notification is required to the student or the minor student's parent or legal guardian. ()

ii. If the dispute is eligible for review, the designated administrator shall provide the student or the minor student's parent or legal guardian with a notification of dispute. ()

(1) If the institution or school does not have documentation verifying the student's biological sex as required by Section 33-6203(3), Idaho Code, on file, the notification of dispute shall include a statement of documentation required by Section 33-6203(3), Idaho Code, to be submitted pursuant to Section 010.05. The dispute shall be addressed per Section 010.06. ()

05. Documentation. The designated administrator shall accept documentation verifying the student's biological sex as required by Section 33-6203(3), Idaho Code. ()

a. If the institution or school has documentation verifying the student's biological sex as required by Section 33-6203, Idaho Code, on file, such as an athletic physical form, the designated administrator shall use said documentation. ()

b. If the institution or school does not have documentation verifying the student's biological sex as required by Section 33-6203, Idaho Code, on file, the student or the minor student's parent or legal guardian shall submit documentation from the student's personal health care provider in the manner required in Section 33-6203(3), Idaho Code, or shall arrange for the submission of such documentation directly from the student's personal health care provider to the designated administrator. ()

c. The designated administrator shall not require or request documentation different from or in addition to that required by Section 33-6203(3), Idaho Code. ()

06. Review and Resolution. As soon as is practicable and no later than five (5) business days of receipt of documentation verifying the student's biological sex as required by Section 33-6203(3), Idaho Code, the designated administrator shall review the dispute and the submitted documentation, and issue a written resolution. ()

a. The designated administrator shall issue a written resolution to the student whose biological sex is in question or the minor student's parent or legal guardian. The written resolution shall confirm that the designated administrator has received documentation verifying the student's biological sex as required by Section 33-6203(3), Idaho Code, and shall indicate the student's biological sex as stated in the documentation. ()

b. The designated administrator shall notify the dispute initiator that the matter has been closed.()

07. Confidentiality. Records created or received pursuant to these rules shall be maintained in accordance with applicable law. ()

a. The identity of the dispute initiator shall be limited to individuals whose participation is reasonably necessary to resolve the dispute. ()

b. The identity of the student whose biological sex is in question, the documentation verifying the student's biological sex as required by Section 33-6203(3), and the written resolution shall be limited to individuals whose participation is reasonably necessary to resolve the dispute and individuals whose participation is reasonably necessary to determine eligibility for participation in applicable interscholastic, intercollegiate, intramural, or club athletic teams or sports consistent with Section 33-6203, Idaho Code. ()

c. The documentation verifying the student's biological sex as required by Section 33-6203(3), Idaho Code, shall be maintained separately from general student educational records. ()

d. Disclosure of documentation shall occur only as authorized or required by law. ()

e. If a student transfers institutions or schools, the student may request a copy of the written resolution. The release shall be limited to the written resolution documentation. ()

011. – 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Rule Docket 08-0111-2601 Proprietary and Postsecondary Accreditation

BACKGROUND

Federal accreditation terminology has changed, and the U.S. Department of Education no longer distinguishes between regional and national accrediting agencies. Existing administrative rule still includes references to “regional” accreditation within provisions governing postsecondary institutional registration and proprietary schools, which may result in inconsistent application of rule requirements.

PROPOSAL

The proposed rule removes the term “regional” from references to accreditation within IDAPA 08.01.11.100 – Recognition of Accreditation Organizations. Additional revisions clarify and correct process language related to institutional registration requirements, including provisions associated with surety bond exemptions.

These changes align rule terminology with current federal practices and improve clarity and consistency in the application of postsecondary registration requirements.

IMPACT

Approval of the proposed rule will allow it to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders the opportunity for input prior to final adoption.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed Docket 08-0111-2601 to align accreditation terminology with current federal standards and ensure consistent application of postsecondary registration requirements.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – 08-0111-2601 Notice of Proposed Rulemaking
Attachment 2 – 08-0111-2601 Proposed Rule Redline

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0111-2601, pertaining to accreditation terminology associated with postsecondary institutions and proprietary schools.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-105, §33-107, §33-2402, §33-2403
IDAPA 08.01.11.100

REFERENCE

July 2020

The U.S. Department of Education removed the distinction between regional and national accrediting agencies, prompting updates to federal accreditation terminology.

May 2026

The State Board of Education initiated negotiated rulemaking for Docket 08-0111-2601.

Notice of Proposed Rulemaking With No Public Hearings**IDAPA 08 – STATE BOARD OF EDUCATION****08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND
PROPRIETARY SCHOOLS****DOCKET NO. 08-0111-2601 (OARC will assign)****NOTICE OF RULEMAKING - PROPOSED RULE**

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to [Section 33-105](#), [33-107](#), [33-2402](#), and [33-2403](#), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking removes the term “regional” from references to accreditation within IDAPA 08.01.11 subsection 100 – Recognition of Accreditation Organizations. The proposed rule also clarifies related language within institutional registration provisions, including updates to provisions associated with surety bond exemptions.

The purpose of the updates to the rule is to remove outdated terminology that is no longer used by the U.S. Department of Education. Retaining this language may create misalignment with current accreditation recognition and affect application of existing rule provisions, including requirements related to surety bond exemptions. Updating the terminology will improve clarity and consistency with current practice.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased:

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking: **NA**

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the July 1, 2026 Idaho Administrative Bulletin, Volume 26-7.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text (*if available*), contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: <https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 1

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

**08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS
AND PROPRIETARY SCHOOLS**

000. LEGAL AUTHORITY.

The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (3-30-23)

001. SCOPE.

This rule sets forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education (“Board”) under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (3-30-23)

(BREAK IN CONTINUITY OF SECTIONS)

02. Postsecondary Educational Institution. Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401, Idaho Code. (3-30-23)

03. Proprietary School. Sometimes referred to in this rule simply as a school, is defined in Section 33-2401, Idaho Code. (3-30-23)

011. -- 099. (RESERVED)

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.

For purposes of registration of postsecondary educational institutions and proprietary schools, the Board recognizes the regional accreditation organizations that are recognized by and in good standing with the United States Department of Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board’s Chief Academic Officer, who will review and evaluate the request with the input and advice of the Board’s Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review. (3-30-23)()

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026

SUBJECT

Strategic Plans of the Board, Agencies and Institutions

BACKGROUND

The Idaho State Constitution, Article IX, Section 2, provides that general supervision of the state educational institutions and public school system is vested in the Idaho State Board of Education (Board). The Board and its executive agencies are charged with implementing and enforcing education laws across K–20 education. Idaho Code § 67-1903 establishes the required elements for agency and institutional strategic plans, including annual updates covering the current year and four years forward.

Each year, the following public postsecondary institutions submit updated strategic plans for Board review and approval.

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

These institutional plans continue to incorporate and align with the Board's four key postsecondary system-wide performance measures: student access, student retention, student success, and student affordability. These measures were established in prior cycles to provide a consistent, comparable framework across institutions using common data sources. They allow the Board to evaluate performance systemwide and track progress over time in a uniform manner. Their continued inclusion ensures consistency, transparency, and comparability across all public institutions.

In addition to the postsecondary strategic plans, the Board reviews and approves strategic plans for its executive agencies, including

- Office of the State Board of Education (K–20 strategic plan)
- Idaho Department of Education
- Idaho Public Charter School Commission
- Idaho Division of Career Technical Education
- Idaho Division of Vocational Rehabilitation
- Idaho Public Television

These plans reflect each agency's specific mission while aligning with statutory requirements and statewide education priorities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Following Division of Financial Management (DFM) guidance, the Board also reviews a now-combined Medical Education State Strategic Plan, which encompasses institution activities and affiliated programs focused on healthcare workforce development, including:

- Boise Internal Medicine
- Eastern Idaho Medicine Residencies
- Family Medicine Residencies
- Idaho Dental Education
- Psychiatry Residency
- University of Utah Medical Education
- WIMU Veterinary Medicine
- WWAMI Medical Education

Board staff have worked with institutions and agencies throughout the planning cycle to review draft plans, ensure compliance with statutory requirements, and align measures with DFM guidance. The proposed strategic plans were reviewed by the Planning, Policy, and Governmental Affairs (PPGA) Committee on July 28, 2026, where feedback was provided to inform final revisions prior to Board consideration.

Upon Board approval, all strategic plans will be submitted to the Division of Financial Management in accordance with the state budget submission process.

PROPOSAL

Board staff request approval of the FY2027–FY2031 strategic plans for the institutions, community colleges, and agencies under the Board’s governance, as included in the attached materials.

IMPACT

If the Board approves the proposed strategic plans, it will be submitted on August 31, 2026, with the State Board of Education budget to be approved by DFM. The Board-approved K-20 strategic plan also helps inform the strategic plan development process for agencies and institutions under the Board’s governance.

OSBE staff will submit Board-approved strategic plans to DFM on behalf of the institutions and agencies by the DFM deadline.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the agency and institution strategic plans.

ATTACHMENTS

Attachment 1 – Public Higher Education Planning Processes

Attachment 2 – OSBE K-20 Education Strategic Plan

Attachment 3 – Institution Systemwide Performance Measure Forecast Analysis

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 12-13, 2026**

Institutions

Attachment 4 – University of Idaho
Attachment 5 – Boise State University
Attachment 6 – Idaho State University
Attachment 7 – Lewis-Clark State College

Community Colleges

Attachment 08 – College of Eastern Idaho
Attachment 09 – College of Southern Idaho
Attachment 10 – College of Western Idaho
Attachment 11 – North Idaho College

Health Education

Attachment 12 – Health and Medical Education

Agencies

Attachment 13 – Idaho Public Schools Department of Education
Attachment 14 – Idaho Division of Career Technical Education
Attachment 15 – Idaho Division of Vocational Rehabilitation
Attachment 16 – Idaho Public Television
Attachment 17 – Idaho Public Charter School Commission

BOARD ACTION

I move to approve the strategic plans of the Board, institutions, and agencies as presented in Attachments 2 and 4 through 17.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 67-1901 to § 67-1903
Idaho State Board of Education Governing Policies & Procedures, Section I.M.1

REFERENCE

August 2025	The Board approved FY2026-FY2030 institution and agency strategic plans.
July 2026	PPGA reviewed FY2027-FY2031 institution and agency strategic plans.

How Board Planning and Program Processes Relate

	Institution-wide	Program-specific
Forward-looking Projection	Strategic Plan (PPGA) <i>Annual</i> • Institution-wide goals; retention & completion measures • Format set by state requirements	3-Year Academic/CTE Plan (IRSA) <i>Annual, rolling 3-year window</i> • Board approval authorizes institutions to develop full proposals for Board review and consideration • On annual plan: delegated authority for approval for many programs. Off-plan: special permission required. Confirmed through Semi-Annual Report.
Backward-looking Reflection	Program Prioritization (IRSA) <i>Every 5 years</i> • Institution-wide, static snapshot of all existing programs • Can lead to reinvestment, revision, or discontinuation	Program Review (IRSA) <i>4–6 years post-approval (varies by degree level)</i> • One-time check of a specific program against its original enrollment/graduate projections • No further downstream step

The program-specific pipeline (top-right → bottom-right)

3-Year Plan	Program review and approval	Semi-Annual Report	Program Review
Authorizes on-plan programs for proposal development	Board or delegated (CAO/Exec. Director/CTE Administrator)	Every 6 months; lists all approved programs in time frame, including delegated approvals	4–6 years later; enrollment and graduate projections

Notes

- Strategic Plan provides institutional context for the Three-Year Plan but is very different in scope (institution-wide, not program-specific) and not a direct sequential input.
- Program Prioritization findings can inform future Three-Year Plans, but the two processes run on independent cycles.



650 W. State Street • Room 307 • Boise, ID • 83702

P.O. Box 83720 • Boise, ID • 83720-0037

FY 2027 - FY 2031

Idaho K-20 Public Education – Strategic Plan

Innovate. Educate. Lead



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P.O. Box 83720 • Boise, ID • 83720-0037

OUR MISSION

We lead Idaho's public education system to prepare every learner for success and strengthen our state's future.

OUR VALUES

Accountability

- We take responsibility for our actions and outcomes, demonstrating integrity, professionalism, efficiency, and consistency in serving Idaho's learners, partners, and communities.

Collaboration

- We build strong connections through partnership, trust, and shared purpose, engaging multiple perspectives to solve problems and advance education and training across Idaho.

Service

- We meet the needs of every learner with care, responsiveness, and commitment, ensuring access, support, and opportunity that strengthen Idaho's education and workforce systems.

OUR STRATEGIC GOALS

- Educational Readiness (K-12)
- Educational Access (Transition)
- Educational Attainment (Postsecondary)

The Idaho State Board of Education is one of the broadest-reaching agencies in state government. It governs the full arc of public learning in Idaho — from a child’s first day of kindergarten through career technical training, four-year universities and community colleges, medical education, and vocational rehabilitation, to a working adult’s next credential. Its reach extends further still, into the public broadcasting that carries this Legislature’s work live into living rooms across the state and the research programs that support Idaho’s land, water, and natural resources.

4-YEAR UNIVERSITIES

The Board’s four public universities produce the sophisticated workforce Idaho’s economy depends on — graduating engineers, scientists, healthcare professionals, and business leaders while conducting research that fuels agriculture, technology, and natural resources.

COMMUNITY COLLEGES

The Board oversees four community colleges, providing affordable workforce credentials and transfer pathways to tens of thousands of Idahoans each year.

K-12 SYSTEM

The Board’s authority extends to the Idaho Department of Education, supporting school districts and public charter schools.

CAREER TECHNICAL EDUCATION

The Board oversees Idaho’s Career Technical Education system, delivering industry-aligned, hands-on training at high schools and colleges statewide — connecting students to high-wage, high-demand careers with job placement rates above 95%.

PUBLIC MEDIA

Idaho Public Television, governed by the Board, is the primary democratic pipeline between this Legislature and Idaho’s citizens — broadcasting every legislative session, committee hearing, and floor debate statewide.

MEDICAL EDUCATION

The Board funds and oversees Idaho’s state medical education programs, building the physician, dental, and veterinary pipelines Idaho communities depend on for access to care close to home.

VOCATIONAL REHABILITATION

The Division of Vocational Rehabilitation, including the Council for the Deaf and Hard of Hearing, connects Idahoans with disabilities to training, assistive technology, and employer partnerships that make workforce participation possible.

SPECIALIZED AGENCIES & PROGRAMS

Additional agencies and programs under Board governance extend its reach into workforce access, scientific research, public knowledge, and land stewardship.

GOAL 1

EDUCATIONAL READINESS (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 leadership across grades K-3.

Performance Measures:

1.A.I Proficiency: Statewide aggregated percentage of K-3 students who achieve proficiency on the spring administration of the Idaho Reading Indicator (IRI).

	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
Literacy Proficiency	SY 2022-23 66%*	SY 2023-24 67%*	SY 2024-25 71%*	SY 2025-26 68%**	SY 2028-29 75%

*SY 2022-23, SY 2023-24, and SY 2024-25 proficiency rates based on the IRI by I station, as re-normed for SY 2022-23.

**New IRI by Amira launched in SY 2025-26. The proposed FY 2027 Benchmark (using SY 2025-26 data) is estimated using Fall 2025 scores and prior years' fall-to-spring growth.

1.A.II Growth: Statewide aggregated percentage of K-3 students who met their fall-to-spring growth target on the Idaho Reading Indicator.

	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
Literacy Growth	SY 2022-23 N/A*	SY 2023-24 N/A*	SY 2024-25 N/A*	SY 2025-26 58%**	SY 2028-29 65%*

*The Literacy Growth metric is a new metric. A growth model has not previously been established, so data from prior years is not available. The FY 2030 benchmark was created before the IRI changed to a new vendor. We are maintaining this long-term goal until we have data to analyze.

**The new IRI Assessment (IRI by Amira) launched in SY 2025-26; growth model will be developed when the state has baseline data and works with the vendor to create a system for criterion-referenced scoring.

Objective B: Mathematics. Provide effective mathematics leadership across grades 6-8.

Performance Measures:

1.B.I Proficiency: Statewide aggregated percentage in 6th-8th grade students who achieve proficiency on the Idaho Standards Achievement Test, Mathematics (ISAT Math).

	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
Math Proficiency	SY 2021-22 39.4%	SY 2022-23 38.3%	SY 2023-24 40.8%	SY 2024-25 41.3%	SY 2025-26 41.3%*	SY 2028-29 44.3%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 2

*The annual benchmarks are based on goals set in the federally approved Idaho Consolidated State Plan. The FY 2026 performance exceeded the target (40.3%) and hit the expected target for FY 2027. We are maintaining the FY 2027 target in alignment with the Consolidated State Plan.

1.B.II. Growth: Statewide aggregated percentage of students in grades 6-8 whose performance on the ISAT Math increased by at least one sub-category between spring-to-spring administrations of the assessment.

	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
Math Growth	SY 2021-22 N/A	SY 2022-23 N/A	SY 2023-24 N/A	SY 2024-25 51.3%	SY 2025-26 51.8%	SY 2028-29 54.0%

*FY 2026 Target (46%) and original FY 2030 target (52%) were based on modeling for the new growth model which launched in 2024-25. Based on FY 26 results (2024-25 data), we have increased our proposed FY 2030 Benchmark.

Objective C: Graduation. Increase Idaho's high school graduation rate.

Performance Measures:

1.C.I 5-Year Adjusted Cohort Graduation Rate (ACGR)¹

	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
5-Year ACGR	2021 Cohort 82.5%	2022 Cohort 83.1%	2023 Cohort 83.1%	2024 Cohort 84.5%	2025 Cohort 85.1%	2028 Cohort 87.6%

*The graduation rate goals are in alignment with the Consolidated State Plan. Idaho exceeded the FY 2026 goal (84.2% goal for the 2024 cohort).

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:

2.A.I Percent of students in grades 10, 11, and 12 who were funded for one or more advanced opportunities.

	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
Advanced Opportunity	SY 2021-22 48.8%	SY 2022-23 51.6%	SY 2023-24 52.8%	SY 2024-25 65.1%	SY 2025-26 68.0%	SY 2028-29 75.0%

Objective B: Student Engagement. Increase high-school student engagement in preparing for postsecondary transition.

Performance Measures:

2.B.I Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).

	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
FAFSA	2023-26 application 42.1%	2024-25 application 44.9%	2025-26 application 42%	2026-27 application	2027-28 application 45%	2031-32 application 47%

Looked at historical data and set a reasonable goal.

2.B.II Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.

	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2027	Benchmark FY 2031
Apply Idaho	2023-26 application 49.5%	2024-25 application 56.9%	2025-26 application 55.4%	2026-27 application	2027-28 application 60%	2031-32 application 70%

Looked at historical data and set a reasonable goal.

Objective C: Postsecondary Transitions. Increase the rate at which high school graduates pursue postsecondary opportunities.

Performance Measures:

2.C.I Percent of high school graduates who enroll in postsecondary education within one academic year immediately following graduation.

	FY 2023	FY 2024	FY2025	FY2026	Benchmark FY 2027	Benchmark FY 2031
Idaho Public Postsecondary Transition Rates	2021 Grads 28.0%	2022 Grads 27.5%	2023 Grads 28.6%	2024 Grads 31.3%	2025 Grads 32.3%	2028 Grads 36.0%

2.C.II Percent of high school graduates who enroll in postsecondary education within 3 academic years of high school graduation.

	FY 2023	FY 2024	FY2025	FY2026	Benchmark FY 2027	Benchmark FY 2031
Idaho Public 3-Year Postsecondary Transition Rates	2019 Grads 39.0%	2020 Grads 35.2%	2021 Grads 37.0%	2022 Grads 36.4%	2023 Grads 37.4%	2026 Grads 41.0%

GOAL 3

EDUCATIONAL ATTAINMENT (postsecondary)

Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

Objective A: Enrollment. Increase enrollment as defined on the PSR-1 annual report at our institutions.

Performance Measures:

3.A.1 Number of undergraduate, degree-seeking students per academic year at the institution reporting. PSR 1 Annual Enrollment Report.²

	FY 2023	FY 2024	FY 2025	Benchmark FY 2027	Benchmark FY 2031
All Enrollment (FT + PT) Headcount	111,627	114,410	120,353	124,231	131,808
Full-time Enrollment Headcount	54,295	55,816	58,976	59,892	62,792

The benchmarks were set by the institutions as part of their strategic planning process.

Objective B: Retention. Increase student retention rate.

Performance Measures:

3.B.1 The Percentage of new full-time degree or certificate-seeking students from the previous Fall who either re-enrolled or successfully completed their program. Fall IPEDS.

	FY 2023	FY 2024	FY 2025	Benchmark FY 2027	Benchmark FY 2031
First-time, Full-time Fall Retention— 4-year Institutions	75.70%	75.71%	73.6%	Retention Average improves by ≥+1%	Retention Average improves by ≥+3%
2-year Institutions	62.66%	64.11%*	63.8%	Retention Average improves by ≥+1%	Retention Average improves by ≥+3%

The SBOE sets the benchmark each year based on institutions' historical performance and goals.

Objective C: Postsecondary Graduation. Increase completion of certificates and degrees through Idaho's public postsecondary educational system.

Performance Measures:

3.C.I Postsecondary Graduation Rate: Percent of full-time first-time freshman graduating within 150% of the allotted time from an Idaho public institution (e.g. 4-year degree in 6 years; 2-year degree in 3 years). IPEDS Source.

	FY 2023	FY 2024	FY 2025	Benchmark FY 2027	Benchmark FY 2030
Graduation	55.4%	53.73%,	49.0%	51.8%	55.3%
4-Years					
2-Years	34.63%	35.85%	38.9%	41.4%	45.0%

Benchmark set by the average goals of the institutions.

Objective D: Career Technical Education Success. Increase the successful completion and industry alignment of the career technical education programs.

3.D.I Percent of eligible LEAs that offered a CTE course or program.

	FY23 (2021-22)	FY24 (2022-23)	FY25 (2023-24)	FY26 (2024-25)	Benchmark FY27	Benchmark FY31
Cluster	51%	52%	56%	—	62%	65%
Pathway	57%	58%	58%	—	62%	65%

Eligible LEAs include school districts or public charter schools serving grades 7 through 12. Benchmarks apply a non-linear growth rate over the FY22–FY24 baseline.

3.D.II Percent of technical college programs aligned with Idaho high-need occupational areas.

	FY23 (2021-22)	FY24 (2022-23)	FY25 (2023-24)	FY26 (2024-25)	Benchmark FY27	Benchmark FY31
Technical College Programs Aligned	N/A	N/A	94%	—	>95%	>95%

High-need defined using the Idaho LAUNCH in-demand careers matrix. Benchmarks reflect our mission to meet Idaho's workforce needs, while recognizing that labor market demands may shift faster than program updates.

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality education with opportunities and access for all Idaho residents, regardless of their education level or location. Key factors in this process include:

- A unified, K-20 governing board that can set policy statewide from K to career, helping align the different parts of our system to work together.

- A pro-education Governor that has chosen to support Idaho's public education system, directing the Board to have a specific focus on K-3 literacy and encouraging Idaho students to pursue postsecondary training and education.
- The structure of public education in Idaho provides an opportunity of focusing work on common goals while still maintaining Idaho's spirit of local control for each school district. This enables the state to drive strategic policy and planning while allowing school districts to decide how to operate day-to-day.

¹ 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.

² Numbers based on average four-year change across all eight institutions.

Enrollment Forecast Analysis

FY2025 Actuals vs. FY2027 and FY2031 Institutional Targets

Source: Institutional Strategic Plans

Measure: Sum of Unduplicated Annual Credit-Seeking Headcount (PSR 1 Annual)

Sector Comparison and System Summary

Sector		FY25 Headcount Actuals	FY27 Headcount Target	FY25→27 % of Change	FY31 Headcount Target	FY25→31 Headcount Change	FY25→31 % of Change
Four-Year Universities		68,933	69,940	+1.5%	72,780	+3,847	+5.6%
Community Colleges		51,420	54,291	+5.6%	59,608	+8,188	+15.9%
System Total		120,353	124,231	+3.2%	132,388	+12,035	+10.0%

Institution-by-Institution: FY 2025 Actuals vs FY2027 vs. FY2031 Targets

Institution	FY25 Headcount Actuals	FY27 Headcount Target	vs. FY25 Headcount Change	% of Change 2025→2027	FY31 Headcount Target	vs. FY25 Headcount Change	% of Change 2025→2031	Trajectory
<i>Four-Year Universities</i>								
Boise State University	33,482	34,550	+1,068	+3.2%	35,800	+2,318	+6.9%	Sustained Growth
University of Idaho	14,931	14,390	-541	-3.6%	14,480	-451	-3.0%	Sustained Decline
Idaho State University	15,649	16,000	+351	+2.2%	17,000	+1,351	+8.6%	Sustained Growth
Lewis-Clark State College	4,871	5,000	+129	+2.6%	5,000	+129	+2.6%	Sustained Stability
<i>Community Colleges</i>								
North Idaho College	5,710	5,824	+114	+2.0%	6,304	+594	+10.4%	Sustained Growth
College of Western Idaho	23,528	25,480	+1,952	+8.3%	28,030	+4,502	+19.1%	Sustained Growth
College of Southern Idaho	17,688	18,219	+531	+3.0%	19,908	+2,220	+12.6%	Sustained Growth
College of Eastern Idaho	4,494	4,768	+274	+6.1%	5,366	+872	+19.4%	Sustained Growth
System Totals	120,353	124,231	+3,878	+3.2%	132,388	+12,035	+10.0%	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Student Retention Rate Forecast Analysis

FY2025 Actuals vs. FY2027 and FY2031 Institutional Targets

ATTACHMENT 3

Measure: First-Time, Full-Time Fall-to-Fall Retention Rate (IPEDS Fall Enrollment Report) | Source: Institutional Strategic Plans

Sector Comparison and System Summary

Sector	FY25 Actual	FY27 Target	FY25→27 Change	FY31 Target	FY25→31 Change
Four-Year Universities	73.6%	75.4%	+1.8pp	75.8%	+2.1pp
Community Colleges	63.8%	66.2%	+2.3pp	69.4%	+5.6pp
System Average	68.7%	70.8%	+2.0pp	72.6%	+3.9pp

Institution-by-Institution Detail

Δ columns show percentage point change from FY25 baseline. Historical actuals shown for trend context. Trajectory reflects FY25→FY31 direction.

Institution	Historical Actuals				FY27 Target		FY31 Target		Trajectory (FY25→31)
	FY22	FY23	FY24	FY25	Target	vs. FY25	Target	vs. FY25	
Four-Year Universities									
Boise State University	79.2%	77.8%	78.9%	78.5%	79.5%	+1.0pp	80%	+1.5pp	Stable
University of Idaho	74%	75%	76%	77%	77%	—	78%	+1.0pp	Stable
Idaho State University	71%	74%	72%	74%	75%	+1.0pp	75%	+1.0pp	Stable
Lewis-Clark State College	63%	64%	61%	65%	70%	+5.0pp	70%	+5.0pp	Positive
Community Colleges									
North Idaho College	61.6%	59.2%	58.9%	63.3%	63.6%	+0.3pp	64.6%	+1.3pp	Stable
College of Western Idaho	57%	57%	63%	66%	66%	—	73%	+7.0pp	Positive
College of Southern Idaho	60%	64%	64%	68%	70%	+2.0pp	75%	+7.0pp	Positive
College of Eastern Idaho	50%	64%	60%	58%	65%	+7.0pp	65%	+7.0pp	Positive

150% Graduation Rate Forecast Analysis

FY2025 Actuals vs. FY2027 and FY2031 Institutional Targets

Measure: First-Time, Full-Time Students Graduating Within 150% of Time (IPEDS Graduation Rates Report) | Source: Institutional Strategic Plans

Sector Comparison and System Summary

Sector	FY25 Actual	FY27 Target	FY25→27 Change	FY31 Target	FY25→31 Change
Four-Year Universities	49.0%	51.8%	+2.7pp	55.3%	+6.2pp
Community Colleges	38.9%	41.4%	+2.5pp	45.0%	+6.1pp
System Average	44.0%	46.6%	+2.6pp	50.1%	+6.2pp

Institution-by-Institution Detail

Institution	Historical Actuals				FY27 Target		FY31 Target		Trajectory (FY25→31)
	FY22	FY23	FY24	FY25	Target	vs. FY25	Target	vs. FY25	
Four-Year Universities									
Boise State University	59.1%	61.2%	59.3%	60.2%	62%	+1.8pp	65%	+4.8pp	Positive
University of Idaho	61%	61%	57%	60%	60%	—	61%	+1.0pp	Stable
Idaho State University	34%	35%	35%	37%	40%	+3.0pp	50%	+13.0pp	Positive
Lewis-Clark State College	35%	45%	40%	39%	45%	+6.0pp	45%	+6.0pp	Positive
Community Colleges									
North Idaho College	26.4%	35.7%	37.5%	35.6%	38.5%	+2.9pp	40%	+4.4pp	Positive
College of Western Idaho	27%	27%	31%	36%	37%	+1.0pp	42%	+6.0pp	Positive
College of Southern Idaho	44%	43%	40%	41%	45%	+4.0pp	50%	+9.0pp	Positive
College of Eastern Idaho	47%	35%	37%	43%	45%	+2.0pp	48%	+5.0pp	Positive



University
of Idaho

UNIVERSITY OF IDAHO

Strategic Plan Report

UNIVERSITY OF IDAHO

Strategic Plan Report

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Vision

The University of Idaho will prepare students to thrive by reimagining the role of experiential learning in the student experience and by transforming how and where education is delivered. We will drive economic growth and improve quality of life in Idaho and communities we serve by building strategic partnerships and by conducting research that provides sustainable solutions to complex problems.

Mission

The University of Idaho will shape the future of Idaho and beyond through innovative research, education, and community engagement.

Values

- Excellence
- Respect
- Integrity
- Perseverance
- Stewardship

Performance Measures Overview

The University of Idaho tracks six core performance measures. Four statewide measures were established by the Idaho State Board of Education, plus two additional critical institutional measures. Together, these measures gauge progress across the entire 2026-2030 Strategic Plan. These six measures do not change goal to goal; rather, each one informs progress toward multiple goals at once, with a single goal holding primary reporting accountability for each measure.

Rather than repeating the same benchmark data under every goal, the table below maps each measure to the goal(s) it most directly informs. Each goal section that follows includes narrative context describing how that goal's initiatives contribute to institutional performance, whether a measure is formally housed there. Current-year data and FY2027/FY2031 (or FY2030) benchmarks for all six measures are maintained in the Annual Performance Measure Report (PMR).

Performance Measure	Goal 1: Ignite Student Success	Goal 2: Drive Experiential Learning	Goal 3: Adapt the Educational Model	Goal 4: Harness Research Innovation & Partnerships	Goal 5: Optimize Operational Excellence
Student Access — Enrollment Headcount & FTE (PSR-1)	P	—	C	—	C
Student Retention — Fall-to-Fall Retention (IPEDS)	P	C	C	—	C
Student Success — 150% Graduation Rate (IPEDS)	P	C	C	—	C
Post-Graduation Success — Starting Salary (First Destination Survey)	P	C	C	—	C
Student Affordability — USNWR Best Value Ranking	P	—	C	—	C
Research Expenditures (HERD Survey)	—	—	—	P	C

P = Primary reporting home for the measure **C** = Goal contributes to the measure but does not carry primary reporting **—** = Not directly applicable

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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ATTACHMENT 4

Statewide Performance Measures Established by the Idaho State Board of Education

Student Access

U of I annual enrollment (Source: PSR 1 Annual Enrollment Report)

	CURRENT DATA					BENCHMARK	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Annual enrollment headcount	13,007	14,025	14,290	14,931	Available Later	14,390	14,480
Annual enrollment FTE	8,854	9,175	9,561	10,120	Available Later	9,661	9,751

Student Retention

Measured by the percentage of degree-seeking first-time, full-time fall-enrolled students who are retained in the following fall on the IPEDS Fall Enrollment

	CURRENT DATA					BENCHMARK	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
First-time, full-time fall to fall retention	74%	75%	76%	77%	Available Later	77%	78%

Student Success

Measured by the percentage of degree-seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Rates

	CURRENT DATA					BENCHMARK	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
First-time, full-time 150% graduation rate	61%	61%	57%	60%	Available Later	60%	61%

Student Affordability

Measured by the U.S. News & World Report Best Value Schools Rankings

	CURRENT DATA					BENCHMARK	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
U.S. News & World Report Best Value Schools Rankings	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Critical Institutional Performance Measures for the Idaho State Board of Education

Post-graduation Success

Measured by median starting salary of recent graduates as reported on the First Destination Survey

	CURRENT DATA					BENCHMARK	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Starting salary of recent graduates	\$48,860	\$52,000	\$52,000	\$56,670	Available Later	\$60,120	\$67,664

Research Expenditures

Measured by research and development expenditures as reported on HERD survey (Dollars in millions)

	CURRENT DATA					BENCHMARK	
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Research expenditures	\$115.6	\$135.9	\$140.4	\$151.1	Available Later	\$135.0*	\$135.0*

**Due to anticipated cuts in federal grant research opportunities, the U of I is planning for a reduction in research expenditures.*

University AI Strategy

Artificial intelligence is embedded in each pillar of the strategic plan as a tool to elevate student success, partner with Idaho industry, accelerate discovery, enhance operational excellence and extend the university's impact. As we integrate AI and other advanced technologies, we are enhancing our ability to analyze complex problems and deliver targeted solutions for our state.

Strategic Plan Goals and Objectives

Goal 1: Ignite Student Success

The University of Idaho will improve student access, retention, completion, affordability, and post-graduation success through innovative educational experiences, personalized support systems, and student-centered engagement.

Objective 1A: Increase student enrollment, access and outcomes for Idaho students.

This objective centers on using emerging tools such as AI to create customized recruitment, retention, and academic support strategies that empower students to thrive.

Interim Progress (FY2025-2026)

- *Enrollment has sustained historical growth, though a decline is projected for Fall 2026 due to demographic shifts and lower international enrollment.*
- *The U of I has the highest starting salaries for recent graduates of all of Idaho's higher education institutions.*

Objective 1B: Improve student retention and persistence through integrated onboarding, high-impact classroom teaching models, advising, and AI-enabled student support systems.

Retention efforts are anchored in reimagining the first-year experience by connecting onboarding, cohort-based engagement, mentorship, and learning communities with AI-powered tools that deliver personalized, data-driven feedback and timely interventions. This work directly supports the University's FY2025-2026 commitment to strengthen retention and remediation rates to reach or exceed State Board of Education benchmarks.

Interim Progress (FY2025-2026)

- *The University exceeded the SBOE retention benchmark, reaching a 77% first-year retention rate against a 75% benchmark.*
- *A complete overhaul of math labs and instructional approach has led to statistically significant improvements in course pass rates, and in retention from freshmen to sophomore year among students who successfully completed the newly designed math course.*
- *New intrusive advising models are improving outcomes.*
- *Ongoing work includes a full inventory of student success programs, improved data alignment, and targeted strategies to further increase retention and degree completion.*

Objective 1C: Improve graduation outcomes and workforce readiness.

Beyond high-impact educational experiences, the university is investing in AI literacy across disciplines, so graduates enter the workforce able to apply these tools effectively and ethically in their careers.

Interim Progress (FY2025-2026)

- The graduation rate is holding steady at 60%, above the U of I and State Board benchmarks.
- U of I recent graduates starting salaries are the highest in the state of Idaho.
- AI literacy programming has launched with over 200 faculty enrolled.
- In the Fall of 2026, we will offer a Bachelor of Science in Artificial intelligence, a corresponding AI minor, and a Master's degree in AI, with flexible delivery and multiple emphasis areas.

Objective 1D: Maintain affordability and best-value positioning.

The U of I has been ranked a Best Value Public University by U.S. News & World Report for five years running. Sustaining this ranking and the net-cost value it reflects for students remains a foundational commitment under this goal.

Interim Progress (FY2025-2026)

- The University has continued its strong best-value positioning nationally.
- Our successful scholarship fundraising reduces students' out-of-pocket costs, supporting college affordability and strengthening our Best Value ranking.

Goal 2: Drive Experiential Learning for All Students

The University of Idaho will ensure all students participate in meaningful experiential learning opportunities that prepare them for professional success, civic engagement, and lifelong learning.

Objective 2A: Build institutional systems and infrastructure to support experiential learning that includes internships, co-ops, service learning, undergraduate research, and capstone courses.

This goal advances a "Learn by Doing" commitment so that all students, regardless of program or modality, gain hands-on experience through internships, co-ops, undergraduate research, study abroad, or community-based projects. Priority work includes expanding faculty-guided and self-directed research opportunities, deepening employer and community partnerships that broaden access to career-building experiences, and building the shared infrastructure enabled by AI needed to track and scale participation toward full institutional coverage. Programs such as the Chobani Scholars awards and cross-disciplinary capstone partnerships with industry and community organizations illustrate the foundation already in place.

Interim Progress (FY2025-2026)

- The University is considering a centralized platform and associated staffing to track participation toward the 100% experiential learning goal.
- Current focus includes adding university internships and external partnerships, particularly opportunities tied to AI.

Related performance measures: This goal does not carry a dedicated statewide performance measure. Experiential learning is understood to be a contributing driver of student retention, graduation, and post-graduation salary outcomes, as reflected in the Performance Measures Overview above.

Goal 3: Adapt the Educational Model

The University of Idaho will expand flexible, accessible, workforce-aligned educational opportunities that meet the needs of traditional students, adult learners, and Idaho communities.

Objective 3A: Expand continuing, adult, and professional education aligned with workforce needs.

This goal focuses on delivering the Vandal experience to all learners regardless of modality, timing, or location, and on building pathways that respond quickly to shifting workforce needs across Idaho. Priorities include growing the Continuing, Adult and Professional Education (CAPE) portfolio with stackable credentials in fields such as precision agriculture, forestry management, and energy technologies; and targeting investment toward regional centers and programs with demonstrated workforce alignment.

Interim Progress (FY2025-2026)

- *Investment in instructional design capacity through the Center for Teaching and Learning is underway to expand micro-credentialing and online degree programs.*
- *In 2023, the University launched Vandal Finish, an initiative to help former non-graduating U of I students complete degrees they had previously started. **Four hundred ninety-six** Vandal Finish students have graduated with degrees since the program's inception.*
- *Partnerships supporting statewide workforce outcomes for place-bound students have been strengthened, including expanded pathways with North Idaho College in robotics, computer science, mining, and nursing.*

Related performance measures: *This goal does not carry a dedicated performance measure. Progress here is expected to contribute to enrollment access, retention, graduation, and affordability outcomes, as reflected in the Performance Measures Overview above.*

Goal 4: Harness Research Innovation and Partnerships

The University of Idaho will expand research excellence, strategic partnerships, and innovation that improve the economic prosperity, health, and quality of life of Idaho and beyond. This includes the University's commitments to expand workforce-aligned programming in healthcare and technical fields and to continue partnering with the State Board of Education and the Idaho legislature on medical education strategy.

Objective 4A: Increase research productivity and sponsored funding.

Building on the U of I's 2025 Carnegie R1 research designation, this goal sustains investment in high-impact research focus areas and research infrastructure, including computing capacity for generative AI, while strengthening coordination with industry and deepening collaborations with Idaho agencies, the Legislature, and other educational institutions. A specific priority is addressing Idaho's healthcare workforce shortage. The University will do this by leveraging the IDeA Network of Biomedical Research Excellence (INBRE), the Doctor of Medicine (MD) program, medical research and other pre-health pathways.

Interim Progress (FY2025-2026)

- *Research expenditures reached \$151.1M, exceeding the strategic plan benchmark for the year; however, we anticipate a decrease in research expenditures as the federal government shifts its research priorities and cuts certain programs.*
- *Near-term focus is on advancing undergraduate medical education for students ready to train in the Treasure Valley and serve in rural Idaho. This is partnership with the State Board, Legislature, and healthcare systems, which will require federal rural health funding and a long-term per-student investment.*
- *Collaboration with Idaho State University on its Meridian anatomy lab supports a potential U of I / University of Utah MD program, with continued reinforcement of the need for both Doctor of Osteopathic Medicine (DO) and Doctor of Medicine (MD) pathways.*

Goal 5: Optimize Operational Excellence

The University of Idaho will strengthen institutional effectiveness through data-informed decision making, operational efficiency, employee engagement, and responsible integration of artificial intelligence and emerging technologies.

Objective 5A: Improve institutional decision-making and efficiency through AI-integrated data systems, beginning with data modernization and a modern governance structure. All operational excellence programs serve student and institutional outcomes, including a calculated return on investment.

Foundational work under this goal includes consolidating data across campus through a shared data warehouse with consistent governance, security, and access protocols, and using AI to simplify and automate routine administrative processes so employee effort can shift toward higher-value work to support student success. This goal also encompasses the university's continued efforts to attract, retain, and support faculty and staff, and to standardize project management and execution practices across divisions.

Interim Progress (FY2025-2026)

- *Data modernization is underway to build a Data Lakehouse. This is foundational for future AI enabled tools that lead to more effective decision making, workflows, and return on investment to the University.*
- *The University created **Vandalizer** an AI management tool designed specifically for Research Administration Workflow. Two thousand+ staff hours are saved annually across just three workflows.*
- *A university-wide project management tool has been rolled out.*
- *Partnering with the National Association of College and University Business Officers Student Success Hub to develop dashboards that improve access to data on program performance, student outcomes, costs, workforce demand, and resource use.*
- *Employee engagement has improved: the share of employees agreeing "this is a great place to work" rose 5% from 2023 to 2026, per Great Colleges to Work For survey results.*

Key External Factors

Several external factors may affect the University of Idaho's ability to achieve strategic plan goals and objectives:

- State appropriations and legislative funding decisions
- Federal research funding availability and regulatory changes
- Inflationary pressures affecting salaries, healthcare, utilities, technology, and construction
- Demographic shifts and the national enrollment cliff
- Competition from out-of-state institutions and online education providers
- Rapid technological change and evolving artificial intelligence capabilities
- Deferred maintenance and infrastructure needs
- Federal compliance and reporting requirements
- Economic and labor market conditions within Idaho and the region

The successful implementation of this strategic plan will be influenced by external conditions beyond the university's direct control. These factors may affect the availability of financial and human resources, the demand for academic programs, institutional operations, and the timing and feasibility of strategic initiatives. The university will monitor these conditions and adapt its strategies as appropriate to sustain progress toward its goals and mission fulfillment.

Evaluation Process

The University of Idaho will annually review progress toward strategic plan goals, objectives, and benchmarks through a coordinated institutional effectiveness process.

Institutional leaders, subject matter experts, and strategic planning working groups will annually assess progress on performance measures and recommend updates to benchmarks, initiatives, and implementation priorities. This assessment will be informed by a revised annual academic program evaluation process that aligns program performance with the University's strategic plan goals and desired outcomes, creating a more integrated approach to measuring institutional progress. The Performance Measures Overview mapping will also be validated annually to ensure each measure remains aligned with the appropriate goal(s) as initiatives evolve.

Performance measures will align with:

- Idaho State Board of Education statewide measures
- Annual Performance Measure Reports (PMR)
- Accreditation and institutional effectiveness processes
- Strategic enrollment and financial planning efforts

The strategic plan and associated performance measures will be updated annually to reflect institutional priorities, emerging opportunities, external factors, and revised benchmarks.

Mapping of Strategic Plan to the SBOE Strategic Plan

	State Board of Education Goals		
	Goal 1: Educational Readiness (K-12)	Goal 2: Educational Access	Goal 3: Educational Attainment
University of Idaho			
Goal 1: Ignite student success			
Increase student enrollment and access for Idaho students		✓	
Improve student retention and persistence through integrated onboarding, high-impact classroom teaching models, advising, and AI-enabled student support systems		✓	✓
Improve graduation outcomes and workforce readiness			✓
Maintain affordability and best-value positioning		✓	✓
Goal 2: Drive experiential learning for all students			
Build institutional systems and infrastructure to support experiential learning — including internships, co-ops, service learning, undergraduate research, and capstone courses — for all students		✓	✓
Goal 3: Adapt the educational model			
Expand continuing, adult, and professional education aligned with workforce needs		✓	✓
Goal 4: Harness research innovation and partnerships			
Increase research productivity and sponsored funding			✓
Goal 5: Optimize operational excellence			
Improve institutional decision-making and efficiency through AI-integrated data systems, beginning with data modernization and a modern governance structure. All operational excellence programs serve the student experience and outcomes		✓	✓

IDAHO WWAMI (WASHINGTON, WYOMING, ALASKA, MONTANA, IDAHO)

MISSION: Idaho WWAMI, housed within the University of Idaho School of Health and Medical Professions (SHAMP) in partnership with the University of Washington School of Medicine (UWSOM), is dedicated to improving the health of Idahoans through high-quality medical education, workforce development, service to rural and underserved communities, and preparation of future physicians to meet the state's healthcare workforce needs.

VISION: Idaho WWAMI will strengthen Idaho's physician workforce by preparing highly competent, ethical, community-focused physicians dedicated to serving Idaho's rural and underserved populations while advancing healthcare access, collaboration, and innovation across the state.

Goal 1: Strengthen Idaho's Physician Workforce

Expand educational experiences and training opportunities that encourage Idaho students to pursue medical education and practice in Idaho, particularly in rural and underserved communities.

Objective A: Provide high-quality medical education and early clinical training opportunities that prepare Idaho medical students for practice in rural and underserved communities.

Performance Measure: The number of WWAMI rural summer training in the Rural Underserved Opportunities Program (RUOP) placements in Idaho each year.

<i>During the past summer, 21 WWAMI students completed a Rural Underserved Opportunities Program (RUOP)* experience in Idaho.</i>	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027 Target	FY 2031 Target
<i>Target: 20 rural/underserved clinical placements following first year of medical school.</i>	17	20	22	17	21	20**	20**

**RUOP is a structured, four-week clinical training experience in which first-year medical students are placed in rural or underserved communities across Idaho to work closely with practicing physicians. The program is designed to provide early exposure to the delivery of healthcare in resource-limited settings, with an emphasis on primary care, community engagement, and understanding the unique challenges and rewards of practicing in rural and underserved areas.*

***The FY2027 and FY2031 Benchmarks were set by taking the average participation of the past five years and rounding up. You can see that participation is highly variable but we intend to continue to increase the average participation.*

Idaho WWAMI Page 2

Objective B: Strengthen Idaho's physician workforce by increasing the number of Idaho WWAMI graduates who return to practice medicine within the state.

Performance Measure: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027 Target	FY 2031 Target
<i>The target is 55% and the national average of students that return to their native state to practice medicine is 40-50%. The Idaho WWAMI return rate is 51% in FY26.</i>	51%	51%	51%	50%	51%	55%	55%

Rate of Return of Idaho WWAMI graduates who have practiced medicine in Idaho, divided by the total number of Idaho medical student graduates funded by the State. National Average: 40–50% of physicians ultimately practice in the same state where they attended medical school. This range is consistently cited across workforce analyses and is considered the standard national benchmark for this metric.

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program Strategic Plan

MISSION

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION

To improve the health and productivity of Idaho's food-producing livestock through training of senior veterinary students in the WIMU program focused on large animal medicine in support of the importance of animal agriculture in Idaho.

VALUES

Excellence in creative instruction; open communication and innovation; individual and institutional accountability; integrity and ethical conduct; accomplishment through teamwork and partnership; responsiveness and flexibility; and individual and institutional health and happiness.

Goal: Strengthen Idaho's Agricultural Animal Veterinary Workforce Pipeline.

Expand educational experiences and training opportunities that encourage students to pursue agricultural animal veterinary medical education and practice in Idaho, particularly in rural communities.

Pillar 2 : Drive Experiential Learning in Agricultural Animal Medicine for All Students

Objective B3: Build the systems to deliver experiential learning with agricultural animals in Idaho.

Performance Measures: Offer elective rotations in agricultural animal medicine for experiential learning opportunities.

Performance Measures

	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Number of elective agricultural animal medicine rotations	13 rotations	13 rotations	8 rotations	12 rotations	Available Later	10*	8**

* FY27 capacity under review following implementation of state budget cuts

** Based on current staffing

Agricultural Research and Extension Service (ARES) Strategic Plan

MISSION

The College of Agricultural and Life Sciences advances the University of Idaho's land-grant mission by integrating research, teaching and Extension to create solutions that sustain Idaho's economy, resources, and quality of life through science, innovation, and leadership.

VISION

To be a national model for applied, impactful agricultural and human sciences, where research and creative scholarship, education, Extension, and outreach directly improve the health and wellbeing of Idaho's farms, industries, individuals, families, and communities.

CORE VALUES

CALS upholds the university's values of Excellence, Respect, Integrity, Perseverance, and Stewardship, while emphasizing:

- Relevance — research, creative scholarship, and education that solve real problems
- Collaboration—partnerships across disciplines and with Idaho stakeholders
- Accountability—to students, taxpayers, and industry partners who depend on CALS' expertise

Goal (Pillar 4): Harness Research Innovation and Partnership

University Initiative (Objective D1): Establish high-impact research and outreach focus areas.

ARES Measurement: Number of individuals/families* benefiting from Outreach Programs.

Benchmark: 500,000

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 500,000 by 2028.

	FY 2022	FY 2023	FY 2024	FY 2025	FY2026	FY 2027	FY 2031
Headcount	265,661	481,809	387,435	450,103	Available Later	480,000	500,000

**Depending on the program, participation is measured by family or by individual.*

Forest Utilization Research and Outreach (FUR) Strategic Plan

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets, economic impacts of forest and rangeland management activities, and the importance of resource-based industries to the state's economic development. In addition, the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers.

VISION

FUR programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. FUR programs will promote collaborative learning partnerships across governments, private sector enterprises, and landowner and non-governmental organizations with interests in sustainable forest and rangeland management, and will catalyze entrepreneurial innovation to enhance stewardship of Idaho's forests, rangelands, natural resources, and environmental quality.

GOAL (PILLAR 4): HARNESS RESEARCH, INNOVATION, AND PARTNERSHIP

Advance the University of Idaho's strategic mission through rigorous applied research, innovative land management science, and sustained collaboration with industry, government, and community partners.

Signature Initiative (Objective D1): Establish high-impact research focus areas to serve Idaho

Performance Measures

Benchmark: 20% growth in engaged CNR faculty, staff, students, and constituency groups involved in FUR-related scholarship or capacity building activities by FY2029.

	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
% Growth	1%	15%	-3%	16%	Available Later	17%	20%

Idaho Geological Survey Strategic Plan

MISSION

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the Idaho Geological Survey (IGS) fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, metallic and industrial minerals, geologic hazards (earthquakes, landslides, subsidence, site response), hydrogeology (surface and groundwater quality and quantity evaluation), and subsurface resources (geothermal energy, oil and gas, geologic hydrogen, pore space). The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

VISION

IGS is committed to the advancement of the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through research, service, education, and outreach.

Institution Goal (Pillar 4): Harness Research Innovation and Partnership

Signature Initiative Objective D1: Establish high-impact research focus areas.

Sustain and strengthen existing state and federal funding sources to support the Idaho Geological Survey's mission, while developing new partnerships and funding opportunities with private entities engaged in the exploration, development, and stewardship of Idaho's geologic resources, including, but not limited to, critical minerals in support of Idaho's economy.

Performance Measures: Maintain externally funded grant and contract dollars to support IGS mission.

Benchmark: Maintain external grants and contracts funding level in line with a 15% variation of the previous five-year average

	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Funding Level	\$930,195	\$932,302	\$1,528,542	\$641,745 ¹	Available Later	\$900,000	\$750,000 ²

¹ While the FY 2025 actual value is close to the target—highlighting the commitment of IGS to maintain a robust externally funded revenue stream—the substantial drop from the FY 2024 actual value (\$1,528,542 to \$641,745) is due to the delay and freeze of USGS funding at the federal level (grants have been awarded, but funds have not been released by OMB) as well as the impacts of HB 226 at the state level, which resulted in the termination of IDL Abandoned Mine Lands funds to IGS.

²Target benchmark for FY 2031 is a conservative projection that accounts for diminished support and funding availability to geologic research as apparent in the FY 2027 President's budget for USGS.



BOISE STATE UNIVERSITY

FY2026 THROUGH FY2030

MISSION STATEMENT

VISION

STATEWIDE PERFORMANCE MEASURES

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES

STRATEGIC PLAN

KEY EXTERNAL FACTORS

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

Blueprint for Success
2021 - 2028

Boise State University
MISSION AND VISION STATEMENTS

MISSION

Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

VISION

To be a premier student-success driven research university innovating for statewide and global impact.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION¹

Student Access²

Enrollment	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> Annual Enrollment Headcount (academic only)	32,364	32,651	33,026	33,482	Available July '26	34,550	35,800
> Annual Enrollment Full-time Equivalent (FTE)	18,542	18,596	18,991	19,517	Available July '26	19,900	21,000

Student Retention³

Retention	FY22 (F21 Cohort)	FY23 (F22 Cohort)	FY24 (F23 Cohort)	FY25 (F24 Cohort)	FY26 (F25 Cohort)	Target FY 2027 (F26 Cohort)	Target FY 2031 (F30 Cohort)
> First-time, full-time fall to fall retention	79.2%	77.8%	78.9%	78.5%	Available Oct. '26	79.5%	80.0%

Student Success⁴

Graduation	FY22 (F16 Cohort)	FY23 (F17 Cohort)	FY24 (F18 Cohort)	FY25 (F19 Cohort)	FY26 (F20 Cohort)	Target FY 2027 (F21 Cohort)	Target FY 2031 (F25 Cohort)
> First-time, full-time 150% graduation rate	59.1%	61.2%	59.3%	60.2%	Available Sept. '26	62.0%	65.0%

Affordability⁵

Affordability	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> Boise State Inflation-adjusted Tuition and Fees, Full-time Resident Undergraduate (base FY21)	\$7,650	\$7,315	\$7,444	\$7,453	\$7,510	Remain less than the WICHE state average	Remain less than the WICHE state average
> Boise State as % of WICHE	86.6%	87.2%	89.3%	89.6%	89.3%	Remain less than the WICHE state average	Remain less than the WICHE state average

¹ These metrics are required by the Idaho State Board of Education and have been highlighted here to make them easier to locate. Each of these metrics are also included in the body of the plan.

² SBOE required: Measured by student enrollment as reported on the PSR-1 Annual Report. Reflects academic totals only. Aligned to Boise State's Goal 1, Objective C. Note that the academic total excludes students who are enrolled as audit-only, so the total number of students served is slightly higher than shown. Total (system) enrollments were FY22 = 32,423; FY23 = 32,721; FY24 = 33,112; FY25 = 33,563.

³ SBOE required: Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report. Aligned to Boise State's Goal 1, Objective A.

⁴ SBOE required: Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report. Aligned to Boise State's Goal 1, Objective A.

⁵ SBOE required, institutionally-selected measure: Inflation-adjusted tuition and comparison to the WICHE average from Table 1a of annual Tuition and Fees report. Reflects unweighted average excluding California; a typical report can be found at <http://www.wiche.edu/pub/tf>. All years of data were updated in spring 2026 to a base year of FY21, which aligns to the implementation timeline of the Blueprint for Success Strategic Plan. Aligned to Boise State's Goal 4, Objective C.

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION⁶

Goal 1: Improve Educational Access and Student Success, Objective A

Unduplicated number of graduates, IPEDS methodology ⁷	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> Baccalaureate degree graduates	3,947	3,858	3,964	4,033	Available Sept. 2026	4,250	4,700
> Total Distinct Graduates	5,313	5,231	5,464	5,402	Available Sept. 2026	5,700	6,250

Goal 2: Innovation for Institutional Impact, Objective B

Advancement Funding	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Total gift income (outright gifts and previous pledge payments)	\$25.8M	\$30.2M	\$35.2M	\$53.3M	Available Jan. 2027	\$35M	\$40M

Goal 3: Advance Research and Creative Activity, Objective A

Total Research & Development Expenditures ⁸	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Expenditures as reported to the National Science Foundation	\$47.6M	\$53.0M	\$57.7M	\$78.3M	Available April 2027	\$80M	\$85M

Goal 4: Foster Thriving Community, Objective B

Faculty Turnover ⁹	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Faculty	7.6%	7.7%	5.7%	8.2%	Available Aug. 2026	5%	4.5%

Goal 5: Trailblaze Programs and Partnerships, Objective A

Partnerships through Research & Economic Development ¹⁰	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Total Distinct Number of Partners	743	881	928	1,167	Available May 2027	Increase partners	Increase partners

⁶ Selected institutional measures highlighting critical components of the University's Strategic Plan.

⁷ Distinct (unduplicated) number of bachelor's degree graduates and total degree graduates per year as reported to IPEDS.

⁸ Boise State University is undertaking a multi-year initiative to more comprehensively track and report its research expenditures. In FY25, the university refined its reporting methodology to include a portion of previously uncaptured State of Idaho investments in non-sponsored faculty research. Consequently, the FY25 HERD survey total (\$78.3M) reflects a broader scope of research expenditures than previously published in the university's [2025 Division of Research and Economic Development Annual Report](#) (\$57M+). Future phases will continue updating how institutional and state research investments are captured.

⁹ Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible faculty. The FY23 data were updated in spring 2025 for consistency in methodology.

¹⁰ Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

Boise State University
Strategic Plan

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Objective A: Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

Performance Measures:

Unduplicated number of graduates, IPEDS methodology (distinct by award level) ¹¹	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Undergraduate Certificate	629	590	667	780	Available Sept. 2026	700	750
>Associate	127	184	316	218	Available Sept. 2026	350	450
>Baccalaureate	3,947	3,858	3,964	4,033	Available Sept. 2026	4,250	4,700
>Graduate Certificate	174	130	141	151	Available Sept. 2026	130	130
>Master's	1,063	1,028	1,073	963	Available Sept. 2026	950	950
>Education Specialist	16	15	15	17	Available Sept. 2026	10	10
>Doctoral	58	60	72	88	Available Sept. 2026	70	95
Total Distinct Graduates	5,313	5,231	5,464	5,402	Available Sept. 2026	5,700	6,250

¹¹ Distinct graduates by award level per year (summer, fall, and spring terms) as reported to IPEDS. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

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First year retention rate (IPEDS methodology)¹²	FY22 (F21 Cohort)	FY23 (F22 Cohort)	FY24 (F23 Cohort)	FY25 (F24 Cohort)	FY26 (F25 Cohort)	Target FY 2027 (F26 Cohort)	Target FY 2031 (F30 Cohort)
>Percent of first-time, full-time freshmen retained*	79.2%	77.8%	78.9%	78.5%	Available Oct. 2026	79.5%	80.0%
-Resident, Pell-Eligible only	67.5%	67.4%	67.9%	70.8%	Available Oct. 2026	72.0%	74.5%
-Resident, Not Pell-Eligible only	76.8%	75.3%	77.8%	76.1%	Available Oct. 2026	77.8%	78.3%
-Non-Resident, Pell-Eligible only	76.3%	72.0%	77.0%	76.1%	Available Oct. 2026	77.0%	77.8%
-Non-Resident, Not Pell-Eligible only	84.4%	86.1%	87.9%	87.9%	Available Oct. 2026	88.1%	89.0%
>Percent full-time transfers retained or graduated*	78.4%	78.2%	79.6%	79.1%	Available Oct. 2026	79.5%	81.0%

*SBOE metric

4-year graduation rate (IPEDS methodology)¹³	FY22 (F18 Cohort)	FY23 (F19 Cohort)	FY24 (F20 Cohort)	FY25 (F21 Cohort)	FY26 (F22 Cohort)	Target FY 2027 (F23 Cohort)	Target FY 2031 (F27 Cohort)
> % of first-time, full-time freshmen who graduated	41.4%	42.7%	46.0%	47.6%	Available Sept. 2026	47.8%	49.0%
-Resident, Pell-Eligible only	27.8%	28.4%	28.1%	29.3%	Available Sept. 2026	31.5%	34.0%
-Resident, Not Pell-Eligible only	34.1%	36.4%	37.8%	41.0%	Available Sept. 2026	41.5%	44.0%
-Non-Resident, Pell-Eligible only	41.1%	38.3%	45.6%	43.8%	Available Sept. 2026	43.9%	46.0%
-Non-Resident, Not Pell-Eligible only	54.7%	55.9%	58.4%	57.8%	Available Sept. 2026	58.0%	60.0%
>% of full-time transfers who graduated	57.6%	61.5%	63.5%	63.9%	Available Sept. 2026	64.1%	66.5%

¹² SBOE required: Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps.

¹³ Percent of a given cohort (first-time, full-time freshmen and full-time transfers) graduating within 100% of time using the IPEDS methodology. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps.

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6-year graduation rate (IPEDS methodology)¹⁴	FY22 (F16 Cohort)	FY23 (F17 Cohort)	FY24 (F18 Cohort)	FY25 (F19 Cohort)	FY26 (F20 Cohort)	Target FY 2027 (F21 Cohort)	Target FY 2031 (F25 Cohort)
> % of first-time, full-time freshmen who graduated*	59.1%	61.2%	59.3%	60.2%	Available Sept. 2026	62.0%	65.0%
-Resident, Pell-Eligible only	41.8%	47.8%	45.6%	45.9%	Available Sept. 2026	47.9%	50.4%
-Resident, Not Pell-Eligible only	56.1%	57.0%	54.4%	55.6%	Available Sept. 2026	56.1%	58.6%
-Non-Resident, Pell-Eligible only	57.3%	61.1%	54.1%	58.3%	Available Sept. 2026	58.4%	60.9%
-Non-Resident, Not Pell-Eligible only	73.1%	72.4%	71.4%	70.9%	Available Sept. 2026	71.1%	73.6%
>% of full-time transfers who graduated	60.4%	63.2%	64.1%	66.3%	Available Sept. 2026	66.5%	69.5%

*SBOE metric

Progress indicated by credits per year¹⁵	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>% of undergraduate degree seeking students with 30 or more credits per year	27.9%	29.6%	31.6%	31.0%	Available Aug. 2026	32.0%	33.0%

Scholarship student-athlete graduation success rate	FY 2022 (FY15 Cohort)	FY 2023 (FY16 Cohort)	FY 2024 (FY17 Cohort)	FY 2025 (FY18 Cohort)	FY 2026 (FY19 Cohort)	Target FY 2027	Target FY 2031
NCAA Graduation Success Rate ¹⁶ – Boise State University	95%	97%	98%	93%	Not yet available	93.7% ¹⁷	93.7%

¹⁴ SBOE required: Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps. Full-time transfer cohort graduation rates also are provided.

¹⁵ Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

¹⁶ All NCAA Division I Athletic Departments must report Federal and NCAA Graduation Success Rate annually. The NCAA Graduate Success Rate is based on graduation in 10 full-time semesters (or transferring to another institution on track for 10 semester graduation) for those on any athletic-related financial aid.

¹⁷ Target represents the 75th percentile of all NCAA Division I athletic departments.

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NSSE ¹⁸ High Impact Practice (HIP) ¹⁹ Participation	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>% of seniors who participated in at least one HIP vs. Peer Institutions	87% vs. 82% peers (+)	NSSE every three years	NSSE every three years	88% vs. 86% peers (+)	NSSE every three years	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions	61% vs. 51% peers (+)	NSSE every three years	NSSE every three years	63% vs. 58% peers (+)	NSSE every three years	70%	70%

Objective B: Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Performance Measures:

Students participating in internships ²⁰	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Number of students with internship credit	940	906	931	1,024	Available Aug. 2026	1,025	1,050

Students participating in courses with service-learning component	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,466	1,184 ²¹	1,226	1,406	Available Sept. 2026	1,600	1,880
>Percent of baccalaureate students participating in service-learning course	38%	30%	30%	35%	Available Sept. 2026	39%	43%

NSSE ²² % participation in internships or similar experiences and in research	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>% of seniors participating in internships and other applied experiences	51% (+)	NSSE every three years	NSSE every three years	50% (=)	NSSE every three years	52.0%	56.0%
>% of seniors participating in research with faculty members	21% (+)	NSSE every three years	NSSE every three years	23% (+)	NSSE every three years	25.0%	30.0%

¹⁸ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions. These peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

¹⁹ High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.

²⁰ Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

²¹ Service-learning courses' community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."

²² Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions. These peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

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Post-graduation outcomes ²³	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization							
>Undergraduate degree completers	79%	77%	75%	75%	Available Feb. 2027	78%	80%
>Graduate degree completers	85%	85%	82%	80%	Available Feb. 2027	85%	88%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	83%	83%	82%	83%	Available Feb. 2027	85%	87%
>Graduate degree completers	95%	94%	93%	94%	Available Feb. 2027	>95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	86%	87%	86%	85%	Available Feb. 2027	88%	90%
>Graduate degree completers	96%	95%	95%	95%	Available Feb. 2027	97%	98%
Percent of graduates working in Idaho of those working in the United States							
>Undergraduate degree completers	71%	71%	73%	68%	Available Feb. 2027	71%	75%
>Graduate degree completers	57%	59%	56%	61%	Available Feb. 2027	62%	64%

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Annual Enrollment Total Headcount and FTE ²⁴ (Academic Only)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Total Student Headcount*	32,364	32,651	33,026	33,482	Available July 2026	34,550	35,900
Undergraduate Degree Seeking Headcount	19,506	19,309	19,440	20,005	Available July 2026	21,000	22,000
Graduate Degree Seeking Headcount	3,793	3,538	3,553	3,479	Available July 2026	3,500	3,700
Non-degree Seeking (graduate & undergraduate) Headcount	2,530	2,689	2,587	2,519	Available July 2026	2,525	2,600
Early College Headcount	6,535	7,115	7,446	7,479	Available July 2026	7,525	7,600
Total Full-time Equivalent (FTE)*	18,542	18,596	18,991	19,517	Available July 2026	19,900	21,000

*SBOE metric

²³ Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation.

²⁴ SBOE required: Measured by student enrollment as reported on the PSR-1 Annual Report. Reflects academic totals only and a distinct headcount of the number of students served as well as the total full-time equivalent (FTE). Note that the academic total excludes students who are enrolled as audit-only, so the total number of students served is slightly higher than shown. Total (system) enrollments were FY22 = 32,423; FY23 = 32,721; FY24 = 33,112; FY25 = 33,563.

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Access for Underserved Groups identified by SERP²⁵ (inclusive of First-time and Transfer and of Full-time and Part-time)	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Fall 2024 cohort	Fall 2025 cohort	Target Fall 2026 cohort	Target Fall 2030 cohort
Cohort Size of Idaho Resident Students							
>Pell-eligible ²⁶	886	951	1,047	1,303	1,354	1,350	1,400
>First Generation	885	974	1,022	1,179	1,186	1,200	1,250
Cohort Size as a Percent of Cohort from Service Region 3²⁷							
>Rural	14.1%	14.0%	13.7%	14.2%	15.1%	15.1%	15.1%

Dual / concurrent enrollment²⁸	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Number of credits produced	29,920	32,849	37,084	35,955	Available July 2026	36,500	36,850
Distinct number of students served	6,543	7,117	7,450	7,485	Available July 2026	7,525	7,600

Enrolled Idaho Students (Fall enrollment)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Number of enrolled degree-seeking resident undergraduates	9,729	9,667	10,057	10,714	11,341	11,380	11,550
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	5,316	5,935	6,402	6,312	6,464	6,500	6,700
Total number of enrolled resident undergraduates (degree- and non-degree seeking)	15,045	15,602	16,459	17,026	17,805	17,880	18,250
Number of new First-time degree-seeking students who are Idaho residents	1,517	1,831	1,959	2,185	2,295	2,300	2,400
Number of new Transfer degree-seeking students who are Idaho residents	843	862	866	957	1,004	1,004	1,050

²⁵ Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for groups identified as traditionally underserved: Rural, First Generation, and Pell-eligible. The access measures are focused on bachelor's degree-seeking students.

²⁶ Pell-eligible is defined as Pell-eligible at the time of entry to the university. Given the changes in the Federal calculation for Pell eligibility, we will continue to monitor and adjust these targets as needed.

²⁷ Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census.

²⁸ Dual/concurrent enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the unduplicated number of students enrolled / served and the total credit hours. Reflects data from the annual Dual Credit report to the Board.

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Number of baccalaureate graduates with high impact on Idaho's college completion rate	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Baccalaureate graduates from underrepresented groups							
>Rural Idaho ²⁹	544	491	437	496	Available Sept. 2026	525	600
>First-generation ³⁰	1,623	1,498	1,524	1,561	Available Sept. 2026	1,500	1,700
>Pell eligible ³¹	1,001	893	955	1,075	Available Sept. 2026	1,100	1,200
Baccalaureate graduates who are Idaho residents	2,269	2,155	2,153	2,241	Available Sept. 2026	2,300	2,500
Baccalaureate graduates of non-traditional age (30 and up)	879	813	749	761	Available Sept. 2026	800	850
Baccalaureate graduates who began as transfers from Idaho community college ³²	483	437	466	466	Available Sept. 2026	500	550

True Blue Scholarship	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Dollars awarded through need-based True Blue Promise Scholarship	\$860,858	\$1,085,741	\$1,139,000	\$1,222,000	Avail. Oct. 2026	\$1.4M	\$1.6M
Distinct number of students receiving a True Blue Promise Scholarship	472	593	630	667	Avail. Oct. 2026	718	808

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Performance Measures:

Students participating in courses with service-learning component	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,466	1,184 ³³	1,226	1,406	Available Sept. 2026	1,600	1,880
>Percent of baccalaureate students participating in service-learning course	38%	30%	30%	35%	Available Sept. 2026	39%	43%

²⁹ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau.

³⁰ First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.

³¹ Denotes students who were Pell eligible during any point of their enrollment at Boise State.

³² Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

³³ Service-learning courses' community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."

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Enrollment in programs delivered online (Fall enrollment) ³⁴	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Undergraduate	2,282	2,271	2,441	2,831	3,190	3,430	4,580
>Graduate	1,511	1,476	1,415	1,442	1,500	1,530	1,655
>Total	3,793	3,747	3,856	4,273	4,690	4,960	6,235

NSSE ³⁵ Indicators: For Freshmen Only (% of peer group rating)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Academic Challenge							
>Higher-order learning	100% (=)	NSSE every three years	NSSE every three years	102% (=)	NSSE every three years	105%	105%
>Reflective & integrative learning	102% (=)	NSSE every three years	NSSE every three years	102% (=)	NSSE every three years	105%	105%
Learning with Peers							
>Collaborative learning	100% (=)	NSSE every three years	NSSE every three years	106% (+)	NSSE every three years	107%	107%
>Discussions with diverse others	103% (=)	NSSE every three years	NSSE every three years	100% (=)	NSSE every three years	100%	100%

NSSE ³⁶ Indicators: For Seniors Only (% of peer group rating)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Learning with Peers							
>Collaborative learning	96% (-)	NSSE every three years	NSSE every three years	104% (+)	NSSE every three years	105%	105%
>Discussions with diverse others	97% (-)	NSSE every Three years	NSSE every three years	100% (=)	NSSE every three years	100%	100%
Experiences with faculty							
>Student-faculty interaction	98% (=)	NSSE every Three years	NSSE every three years	93% (-)	NSSE every three years	100%	102%
>Effective teaching practices	102% (=)	NSSE every Three years	NSSE every three years	103% (+)	NSSE every three years	105%	105%

³⁴ Indicates the number of officially enrolled students in a major or certificate that is delivered online.

³⁵ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

³⁶ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

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Program Assessment, Quality Measures (% achieving ratings of Developing or Established)³⁷	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Program Learning Outcomes	95.1%	95.2%	96.4%	98.3%	Available Aug 2026	>95%	>95%
>Actions Taken or Planned	75.5%	80.7%	78.0%	74.6%	Available Aug 2026	78%	85%
>Continuous Improvement	84.7%	84.3%	85.7%	86.1%	Available Aug 2026	88%	90%

Sponsored Projects funding and awards for Instruction and Training	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Total Funding	\$3.8M	\$1.6M	\$9.4M	\$3.0M	Available Feb 2027	\$3M	\$5M
># of Awards	23	11	21	16	Available Feb 2027	15	20

³⁷ All academic programs complete Program Assessment Reports (PARs) triennially and teams of reviewers evaluate PARs based on established criteria in the PAR rubric. This measure depicts a three-year rolling average, meaning that all programs are reflected in each year of data that are presented; for example, FY24 data reflects reports submitted in spring 2022, 2023, and 2024. The domain “actions taken or planned” reflects activities based on data collected within the given PAR reporting period whereas “continuous improvement” reflects changes to the program across reporting periods (i.e., over time). Please note: on average, 10-12% of programs are new in any given year, meaning they may not have long enough history to have collected sufficient data to take action on assessment results or complete a continuous improvement cycle.

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Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Objective A: Create an enduring culture of innovation.

Performance Measures:

Vertically Integrated Projects ³⁸ (VIPs)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Number of students enrolled in VIP credit	252	260	298	301	Available Aug. 2026	303	336
>Number of VIP teams	33	37	36	36	Available Aug. 2026	37	41

Percent of research grant awards that are interdisciplinary vs. single discipline ³⁹	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	24.2%	21.4%	22.1%	27%	Available Aug. 2026	28%	30%

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

Performance Measures:

Advancement funding	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Total gift income (outright gifts and previous pledge payments)	\$25.8M	\$30.2M	\$35.2M	\$53.3M	Available January 2027	\$35M	\$40M
>Total Endowment Value	\$141.2M	\$149.2M	\$169.6M	\$193.3M	Available January 2027	\$200M	\$230M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> Inventions Disclosure	13	10	7	19	N/A	24	28
> Patents Issued	8	8	7	11	N/A	10	14
> Licenses / Options / Letters of Intent	32	51	46	51	N/A	60	65

³⁸ The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

³⁹ Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars.

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Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, supporting faculty, staff, and student excellence, and striving toward achieving R1 (Research Very High) status as a leading institution for research, innovation, and discovery.

Objective A: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

Performance Measures:

Total Research & Development Expenditures ⁴⁰	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Expenditures as reported to the National Science Foundation	\$47.6M	\$53.0M	\$57.7M	\$78.3M	Available April 2027	\$80M	\$85M

Sponsored Projects funding: # of Awards by Purpose	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Research	225	267	224	195	Available February 2027	225	265
>Instruction/Training	23	11	21	16	Available February 2027	15	20
>Other Sponsored Activities ⁴¹	172	137	147	124	Available February 2027	135	140
>Total	420	415	392	335	Available February 2027	375	425

Sponsored Projects funding: Dollars awarded by purpose	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Research	\$36.9M	\$50.9M	\$42.6M	\$45.6M	Available February 2027	\$50M	\$55M
>Instruction/Training	\$3.8M	\$1.6M	\$9.4M	\$3.0M	Available February 2027	\$3M	\$5M
>Other Sponsored Activities	\$27.1M	\$38.5M	\$31.5M	\$22.2M	Available February 2027	\$40M	\$45M
>Total	\$68M	\$91M	\$83.4M	\$70.8M	Available February 2027	\$90M	\$105M

⁴⁰ Boise State University is undertaking a multi-year initiative to more comprehensively track and report its research expenditures. In FY25, the university refined its reporting methodology to include a portion of previously uncaptured State of Idaho investments in non-sponsored faculty research. Consequently, the FY25 HERD survey total (\$78.3M) reflects a broader scope of research expenditures than previously published in the university's [2025 Division of Research and Economic Development \(DRED\) Annual Report](#) (\$57M+). Future phases will continue updating how institutional and state research investments are captured.

⁴¹ Other Sponsored Activities" are programs and projects sponsored by federal and non-federal agencies which involve the performance of work other than instruction and organized research. Examples and additional information can be found on the [DRED](#) website.

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Publications by Boise State authors and citations of those publications over 5-year period	CY 2017-21	CY 2018-22	CY 2019-23	CY 2020-24	CY 2021-25	Target CY 2022-26	Target CY 2026-30
>Number of peer-reviewed publications by Boise State faculty, staff, students ⁴²	2,941	2,533	3,187	3,263	3,289	3,300	4,300
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students ⁴³	19,217	22,390	24,144	26,230	29,064	29,000	33,000

Objective B: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE⁴⁴ % of senior participating in research	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>% of students participating in research w/faculty members	21%	<i>NSSE every three years</i>	<i>NSSE every three years</i>	23%	<i>NSSE every three years</i>	25%	30%

Number of doctoral graduates	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	58	60	72	88	Available Sept. 2026	70	95
>Distinct graduates completing research doctorates (PhD and EdD)	48	53	64	80	Available Sept. 2026	70	70

Carnegie Classification⁴⁵	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Research Activity Designation	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R1 (Research: Very High)

⁴² Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications or creative activities especially by faculty in Arts and Humanities.

⁴³ Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

⁴⁴ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

⁴⁵ For years FY21 through FY24, the Carnegie 2021 basic classification is provided and R2 is defined as Doctoral Universities – High research activity. For FY25 and beyond, the Carnegie Research Activity designation is shown with the following definitions: R2: High Spending and Doctorate Production (average of \$5M of R&D expenditures and 20 research doctorate graduates per year) and R1: Very High Spending and Doctorate Production (average of \$50M of R&D expenditures and 70 research doctorate graduates per year).

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Objective C: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and awarded grant \$\$ that are interdisciplinary vs. single discipline	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>% of research grant awards with PIs and Co-PIs in two or more different academic departments (i.e., interdisciplinary)	24.2%	21.4%	22.1%	27.0%	Available September 2026	25.0%	30.0%
>Avg \$\$ per grant award for interdisciplinary grants	\$461,166	\$827,570	\$509,877	\$629,192	Available September 2026	\$635,000	\$650,000
>Avg \$\$ per grant award for single-discipline grants	\$147,401	\$168,295	\$184,701	\$206,082	Available September 2026	\$210,000	\$250,000

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Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

Objective A: Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

Performance Measures:

NSSE ⁴⁶ : Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Quality of interaction with academic advisors	105% (+)	NSSE every three years	NSSE every three years	102% (=)	NSSE every three years	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	103% (+)	NSSE every three years	NSSE every three years	102% (=)	NSSE every three years	105%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	103% (+)	NSSE every three years	NSSE every three years	102% (+)	NSSE every three years	105%	105%

NSSE ⁴⁷ Indicators: For Seniors Only (% of peer group rating)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Experiences with faculty							
>Student-faculty interaction	98% (=)	NSSE every three years	NSSE every three years	93% (-)	NSSE every three years	100%	102%
Campus Environment							
>Quality of interactions	104% (+)	NSSE every three years	NSSE every three years	103% (+)	NSSE every three years	103%	105%
>Supportive environment	91% (-)	NSSE every three years	NSSE every three years	97% (-)	NSSE every three years	100%	100%

⁴⁶ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

⁴⁷ Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

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National College Health Assessment⁴⁸ Responses to the following statements:	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> "I feel that I belong at my college/university" (% agree)	84.8%	87.9%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	88.1%	92%	>95%
> "Students' health and well-being is a priority at my college/university" (% agree)	82.7%	86.1%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	86.4%	90%	>95%
> "The campus climate encourages free and open discussion about students' well-being" (% agree)	82.8%	86.5%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	89.6%	90%	>95%

Human Resources Survey⁴⁹ Responses to the following statements:	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> "I can bring my whole authentic self to work" (% agree)	N/A	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	60%	<i>Survey to be conducted Oct. 2026</i>	80%	85%
> "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)	N/A	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	75%	<i>Survey to be conducted Oct. 2026</i>	82%	85%
> "I would refer someone to work at Boise State" (% agree/yes)	82%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	73%	<i>Survey to be conducted Oct. 2026</i>	85%	90%
> "I feel valued in my job" (% agree)	72%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	75%	<i>Survey to be conducted Oct. 2026</i>	80%	90%
> "My supervisor is responsive to my ideas, requests, and suggestions" (% agree)	81%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	80%	<i>Survey to be conducted Oct. 2026</i>	85%	90%

⁴⁸ Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle. Response rates were 12.0% in FY22 (MoE +/- 3.9%), 8.1% in FY23 (MoE +/-4.7%), and 8.5% in FY26 (MoE +/-4.8%).

⁴⁹ Boise State Human Resources generally conducts campus-wide surveys on a cycle of every 2-4 years. Some questions were updated or changed between survey years, and the survey is subject to ongoing improvements. Items marked NA for FY22 were newly introduced in FY25.

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Objective B: Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Performance Measures:

National Faculty & Staff Health Assessment ⁵⁰ Responses to the following statements:	FY 2022 (FY21 data)	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> "My college/university cares about my health and well-being" (% agree)	76.2%	Survey conducted on a cycle	Survey conducted on a cycle	65.8%	Survey conducted on a cycle	70%	75%
> "My college/university promotes a culture of wellness" (% agree)	79.3%	Survey conducted on a cycle	Survey conducted on a cycle	68.4%	Survey conducted on a cycle	75%	80%
> "The health and well-being of university staff and faculty impacts student success and learning" (% "yes")	97.8%	Survey conducted on a cycle	Survey conducted on a cycle	97.2%	Survey conducted on a cycle	>95%	>95%

Faculty and Staff Turnover ⁵¹	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Classified	27.5%	24.3%	17.8%	13.9%	Available Aug. 2026	16.5%	15%
>Professional	17.4%	15.8%	12.9%	12.2%	Available Aug. 2026	11.5%	10%
>Faculty	7.6%	7.7%	5.7%	8.2%	Available Aug. 2026	5%	4.5%

⁵⁰ Boise State conducts the National Faculty & Staff Health Assessment through the American College Health Association. FY25 data reflect results of the spring 2024 survey. The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2024 was 35% (MoE +/- 3%). FY21 data is provided in the FY22 column for comparison.

⁵¹ Turnover is defined as the total number of separations (voluntary and involuntary) in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible employees - professional, classified, and faculty. The FY23 data were updated in spring 2025 for consistency in methodology. The change in faculty turnover from FY24 to FY25 was due largely to an increase in faculty retirements.

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Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, furthers academic-athletic connections, and promotes consistency across individual campus units.

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH) ⁵²	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
\$ per Resident Undergraduate SCH							
>Inflation-adjusted \$\$ (base FY21)	\$356.20	\$393.43	\$401.21	\$382.71	Available January 2027	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
>Unadjusted	\$386.57	\$440.54	\$462.25	\$452.87	Available January 2027	N/A	N/A
\$ per Resident Undergraduate & Graduate SCH							
>Inflation-adjusted \$\$ (base FY21)	\$305.26	\$337.37	\$344.89	\$332.38	Available January 2027	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
>Unadjusted	\$331.28	\$377.77	\$397.37	\$393.31	Available January 2027	N/A	N/A
\$ per Total Undergraduate SCH⁵³							
>Inflation-adjusted \$\$ (base FY21)	\$256.47	\$282.05	\$285.54	\$281.37	Available January 2027	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
>Unadjusted	\$278.33	\$315.82	\$328.99	\$332.95	Available January 2027	N/A	N/A
\$ per Total Undergraduate & Graduate SCH							
>Inflation-adjusted \$\$ (base FY21)	\$237.41	\$261.33	\$265.26	\$261.76	Available January 2027	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
>Unadjusted	\$257.65	\$292.62	\$305.62	\$309.74	Available January 2027	N/A	N/A

⁵² Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and Graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using a CPI Calculator (https://www.bls.gov/data/inflation_calculator.htm). All years of data were updated in 2026 to use FY21 as the base year, aligning with the implementation timeline of the Blueprint for Success Strategic Plan and providing a consistent basis for comparison across the financial measures in this report.

⁵³ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the CPI Calculator with FY21 as the base year.

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*Cost of Education⁵⁴ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Boise State	\$8,060	\$8,364	\$8,782	\$9,048	\$9,364	Remain less than the WICHE state average	Remain less than the WICHE state average
>> Inflation adjusted (base FY21)	\$7,650	\$7,315	\$7,444	\$7,453	\$7,510	Remain less than the WICHE state average	Remain less than the WICHE state average
>WICHE average	\$9,305	\$9,588	\$9,840	\$10,093	\$10,483	N/A	N/A
>> Inflation adjusted (base FY21)	\$8,831	\$8,385	\$8,340	\$8,314	\$8,408	N/A	N/A
>Boise State as % of WICHE	86.6%	87.2%	89.3%	89.6%	89.3%	Remain less than the WICHE state average	Remain less than the WICHE state average

*SBOE Metric

Graduates per FTE	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Baccalaureate graduates per undergraduate FTE ⁵⁵	24.7	23.9	24.0	23.9	Available Sept. 2026	25.0	25.0
Baccalaureate graduates per junior/senior FTE ⁵⁶	50.3	49.4	48.9	47.8	Available Sept. 2026	50.0	50.0
Graduate degree graduates per graduate FTE ⁵⁷	47.9	48.4	49.8	48.4	Available Sept. 2026	50.0	50.0

⁵⁴ SBOE required, institutionally-selected measure: Inflation-adjusted tuition and comparison to the WICHE average from Table 1a of annual Tuition and Fees report. Reflects unweighted average excluding California; a typical report can be found at <http://www.wiche.edu/pub/tf>. All years of data were updated in 2026 to use FY21 as the base year, aligning with the implementation timeline of the Blueprint for Success Strategic Plan and providing a consistent basis for comparison across the financial measures in this report.

⁵⁵ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

⁵⁶ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

⁵⁷ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

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Objective D: Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Performance Measures:

STARS (The Sustainability Tracking, Assessment & Rating System)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
“STARS is intended to engage and recognize the full spectrum of higher education institutions...It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability.” ⁵⁸	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Gold Award Recognition 

⁵⁸ STARS ratings are determined based on thirteen areas across four categories: Academics, Engagement, Operations, and Planning and Administration. STARS ratings are valid for three years; Boise State’s current Silver Rating is valid up to April 2028. Additional information on the STARS program may be found at <https://stars.aashe.org/about-stars/>

Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, government, and community organizations, enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

Objective A: Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, service, and athletic needs.

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” ⁵⁹	 Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2024.					Renewal of Community Engagement Classification in 2032	

Carnegie Foundation Leadership for Public Purpose Classification recognizing commitment to effective leadership for public purpose in learning, teaching, service, and research mission of the university	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
“Leadership for public purpose (LPP) is defined by a commitment to advancing the betterment of society and promoting the dignity and general welfare of all its members. LPP is reflected in coordinated institutional practices that enhance the development of ethical leadership capacity among all stakeholders in service of the collective public good.” ⁶⁰	N/A	N/A	 Boise State was one of 25 recipients of the 2024 inaugural awarding of this designation.			Renewal of Leadership for Public Purpose Classification in 2027	

⁵⁹ This elective classification through the Carnegie Foundation for the Advancement of Teaching recognizes institutions for institutionalizing community engagement. Additional information on the Carnegie Foundation Community Engagement Classification may be found at <https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/>

⁶⁰ This elective classification through the Carnegie Foundation for the Advancement of Teaching recognizes institutions that have made extraordinary commitments to their public purpose. Additional information on the Carnegie Foundation Leadership for Public Purpose Classification may be found at <https://carnegieclassifications.acenet.edu/elective-classifications/leadership-about/>

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Partnerships through Research & Economic Development⁶¹	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Total Distinct Number of Partners Classified by organizational type	743	881	928	1,167	Available May 2027	Increase number of partners	Increase number of partners
> Industry	460	504	505	611	Available May 2027	Increase number of partners	Increase number of partners
> Government	118	134	136	157	Available May 2027	Increase number of partners	Increase number of partners
> Non-Profit	58	65	88	169	Available May 2027	Increase number of partners	Increase number of partners
> Higher Education	107	156	178	200	Available May 2027	Increase number of partners	Increase number of partners
> Other	N/A	22	21	30	Available May 2027	Increase number of partners	Increase number of partners

Student-athlete community engagement⁶²	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Opportunities provided to student-athletes to engage with community organizations	121	220	210	207	192	250	300

Student-athlete career exploration and development – BroncoLife Connect⁶³	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Local Companies	N/A	64	58	65	50	60	70
Business Professionals	N/A	107	125	130	96	110	150
Student Participation	N/A	155	205	196	173	200	200

⁶¹ Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

⁶² Helper-Helper platform used to track volunteerism and other student-athlete development opportunities. Opportunities include volunteer hours at local K-12 schools, assisting individuals with special needs, and mental health and wellness programming. Data represents opportunities provided.

⁶³ BroncoLife CONNECT provides student-athletes an opportunity to learn about career paths while networking with employers and industry business professionals.

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Objective B: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Community Impact Program Participants ⁶⁴	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Community Impact Program participants (new starts)	28	34	10	39	32	40	45
>Professional development participants	35	17	28	65	N/A	60	60

Number of graduates with high impact on Idaho's college completion rate	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
Baccalaureate graduates from underrepresented groups >Rural Idaho ⁶⁵	544	491	437	496	Available Sept. 2026	550	750
Baccalaureate graduates who began as transfers from Idaho community college ⁶⁶	483	437	466	466	Available Sept. 2026	500	1,000

⁶⁴ Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

⁶⁵ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

⁶⁶ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

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Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects ⁶⁷ (VIPs)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>Number of students enrolled in VIP credit	252	260	298	301	Available Aug. 2026	303	336
>Number of VIP teams	33	37	36	36	Available Aug. 2026	37	41

Percent of research grant awards and awarded grant \$\$ that are interdisciplinary vs. single discipline	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
>% of research grant awards with PIs and Co-PIs in two or more different academic departments (i.e., interdisciplinary)	24.2%	21.4%	22.1%	27.0%	Available September 2026	25.0%	30.0%
>Avg \$\$ per grant award for interdisciplinary grants	\$461,166	\$827,570	\$509,877	\$629,192	Available September 2026	\$550,000	\$600,000
>Avg \$\$ per grant award for single-discipline grants	\$147,401	\$168,295	\$184,701	\$206,082	Available September 2026	\$200,000	\$250,000

⁶⁷ The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

KEY EXTERNAL FACTORS

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present a number of factors that we regard as impediments to progress as well as external factors that may help accelerate our progress.

University leadership transition. The search for Boise State's next president is being led by the State Board of Education. During this transitional period, a number of senior leadership positions are filled in an interim capacity by experienced leaders. These leaders bring continuity and deep institutional knowledge and are ensuring continuity of operations, sustained focus on Boise State's core mission and strategic objectives, and unwavering commitment to forward progress. Boise State is well-positioned to welcome a new president and other senior leadership after a successful conclusion to the presidential search; stabilizing campus leadership will be essential to defining Boise State's next chapter.

Higher education budget funding and tuition. Due to proposed budget recissions and economic conditions, Boise State faces significant financial challenges during a time of continued growth. This financial pressure is exacerbated by a decline in our inflation-adjusted tuition over the past six years, which further strains our resources and presents a challenge to effectively executing our strategic plan, Blueprint for Success. The FY26 published tuition of \$9,364 for undergraduate full-time for Idaho residents is \$7,510 when inflation-adjusted to the FY21 base year, thus, making the FY26 inflation-adjusted tuition approximately 7 percent lower than the published rate of \$8,060 in FY22. Compounding this, is the loss of \$4,455,000 in potential ongoing funding from the Enrollment Workload Adjustment (EWA). The combined impact of the FY27 reduction and the loss of EWA amounts to an effective 8% reduction, totaling over \$11 million.

Effects of the economy and the market conditions. High inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in state salaries coupled with no State-approved Change in Employee Compensation (CEC) increases this year are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset our current revenue streams.

Uncertainty. Uncertainty related to federal research funding fluctuations and discussions about changes in the Facilities and Administrative rates (i.e., F&A rates) has created an environment in which decision making is challenging.

Financial Aid Impacts: There are several recent changes to Financial Aid that may impact our enrollment in unpredictable ways. Changes to the Free Application for Federal Student Aid (FAFSA) have proven difficult and unpredictable for students and parents. Major changes in the Federal Department of Education have contributed to the uncertainty around financial aid.

Positive External Factor: Idaho LAUNCH Scholarship. The Idaho LAUNCH is a significant financial award that augments institutional aid, reducing the financial burden for students and families. Making college more affordable to Idaho students has increased access and incentivizes students to not only go-on but to stay in Idaho to pursue their postsecondary education. While this has been a benefit, the uncertainty

of continued funding has caused confusion and anxiety among our students and families.

Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. All universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. Stronger relationships with community college partners, especially CSI and CWI, have benefited students across all partner institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

EVALUATION PROCESS

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting, which has been aligned with program prioritization and strategic budget requests in the Integrated Planning Process.

Adopted in 2022, Boise State’s annual Integrated Planning Process aligns and synchronizes three major processes: annual strategic plan progress reports, program prioritization annual updates, and strategic budget requests. This unified submission framework is used across all divisions allowing for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items, and the funding needed to support them. The process strengthens the connection between institutional evaluation, planning, and budgeting, ensuring transparent and evidence-based decision making in support of mission fulfillment.

1. Strategic Plan Progress Updates: Units document progress on existing initiatives and propose new tactics aligned with strategic-plan goals.
2. Program Prioritization Annual Reporting: Units report performance data and actions to improve relevance, quality, productivity, and efficiency.
3. Strategic Budget Requests: Divisions link funding requests to documented assessment results and strategic objectives, ensuring transparent, evidence-based budgeting.

The integrated planning process embeds continuous evaluation into university operations and creates a comprehensive and effective ongoing, systematic structure for measurement of institutional and unit-level effectiveness. This structure further ensures that continuous-improvement actions and funding decisions are aligned with Blueprint for Success priorities.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. Feedback and ideas regarding the strategic plan are always welcome “off cycle” through communication with university leadership or through divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

	Boise State University Strategic Plan Goals				
	Goal 1: Improve educational access and student success	Goal 2: Innovation for institutional impact	Goal 3: Advance research and creative activity	Goal 4: Foster thriving community	Goal 5: Trailblaze programs and partnerships
Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL READINESS (student-centered): Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.					
Objective A: Literacy - Provide effective literacy instruction across grades K-3.					
Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8.					
Objective C: Graduation - Increase Idaho’s high school graduation rate.					
GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.					
Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.	✓	✓		✓	✓
Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.	✓	✓		✓	✓
Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities.	✓	✓		✓	✓

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GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho’s public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through greater numbers of student completing certificates and/or degrees, including workforce credentials.					
<u>Objective A: First-Year Student Retention</u> - Increase the retention rate of first-year students into the second year.	✓	✓	✓	✓	✓
<u>Objective B: Timely Degree Completion</u> – Increase on-time degree completion.	✓	✓	✓	✓	✓
<u>Objective C: Educational Attainment</u> – Increase completion of certificates and degrees through Idaho’s educational system.	✓	✓	✓	✓	✓

Boise State Cybersecurity Report to the State Board of Education

March 2026

Executive Order 2017-02 mandates that Boise State University integrate the NIST Cybersecurity Framework (CSF) into its IT Risk Management strategies and implement CIS Critical Security Controls (CSC) 1–6 across the University's critical network infrastructure systems.

The CSF is one element of Boise State's broader IT Risk Management framework. To evaluate our security effectiveness, we collaborate with BitSight, which provides real-time feedback on the CSF maturity of University systems. Boise State's average BitSight score is an "A," reflecting prompt mitigation of issues that affect the score, compared to the higher education industry's average of a "C."

The CSC Controls have been documented, and the University currently ranks at maturity level 2. Efforts are ongoing to achieve level 3 maturity for Critical Security Controls 1–6, ensuring continuous improvement in cybersecurity resilience.

In the past 12 months we have:

- Reviewed, updated, and revised versions of OIT Policies. Note that the following policies are currently awaiting signature at the time of this document was written:
 - 8000 Information Technology Resource Use
 - 8020 Enterprise Servers and Storage
 - 8030 Desktop, Laptop, and Tablet PC Computing Standards
 - 8060 Information Privacy and Data Security
 - 8070 Mobile Communication Devices
 - 8160 Data Governance Committee
 - 8090 Telephone Services
- Reviewed, updated, and published the following OIT standards and guidelines:
 - Cloud Storage Security Guideline
 - Data Use Guidelines
 - System Security Encryption Guideline
 - Account Standards
 - Data Classification Standards
 - Minimum Security Standards for Server Rooms
 - Minimum Security Standards for Systems
 - Minimum Standards for Desktop and Software
 - Virtual Private Network Standard
 - Mobile Device Security Guideline
 - System Security Encryption Guideline
- Completed implementation of Microsoft Defender for Endpoint on all university-owned Windows (workstations) and MacOS devices
- Converted multi-factor authentication from Duo to Microsoft, expanding use to all users across the environment
- Implemented Microsoft Defender for Identity
- Deployed a secure enclave for university research utilizing Amazon Web Services (AWS) Control Tower
- Began the Reduce Accounts for Life (RAfL) project for unused and inactive student accounts. At time of this writing, more than 350,000 accounts have been purged.

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In the next 12 months we plan:

- Continued expansion of Lansweeper to include all university-owned devices not managed by OIT
- Continuing maturity growth of CSF and CSC as outlined by State, reevaluating maturity based on CSCv8 controls
- Continue the project to remove unused and inactive student accounts; as well as beginning the project to remove inactive employee accounts.

Additional Relevant Strategic Plans Supporting *Blueprint for Success*

IDAHO SMALL BUSINESS DEVELOPMENT

Mission

Accelerating business success

Vision

Be the most influential driver of Idaho business success

Goal 1: Network Reach

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

Capital Raised by Clients	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031
> millions of dollars ⁶⁸	\$28.2	\$56.6	\$44.7	\$37.7	N/A	\$56.1	\$68.2

⁶⁸ The reported numbers differ from those reported previously due to a correction, which resulted in adjustments to the data. Note that capital raised by SBDC clients varies annually due to the timing and scale of individual client financing needs and external lending conditions. Future targets are based on the continued delivery of Idaho SBDC's consulting and training services that help strengthen clients' business planning, financial analysis, and funding readiness.

TECHHELP

Mission

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2025:

- 110 manufacturers reporting \$90,000,000 economic impact
- 470 jobs created and retained
- > \$20,000 and < \$50,000 Net Income

Vision

TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities and the Idaho Manufacturing Alliance (IMA), we provide assistance to manufacturers, food and dairy processors, service industry and entrepreneurs to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness. "Our identity is shaped by our results."

Goal 1: Economic Impact on Manufacturing in Idaho

Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objective A: Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment.

Client reported economic impacts resulting from projects ⁶⁹	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Target FY 2027	Target FY 2031 ⁷⁰
> sales, cost savings and investments (millions of dollars)	\$207.4	\$206.3	\$78	\$58.9	Available July 2026	\$90	\$110
> new and retained jobs	497	348	440	358	Available July 2026	470	500

⁶⁹ Reported economic impacts are based on independent third-party surveys that manufacturing clients completed after project completion. Annual results may fluctuate based on the number and size of completed client projects, the timing of survey responses, and economic conditions affecting client investment, sales growth, and hiring decisions. FY2022 and FY2023 reflect several large client-reported projects, while FY2024 and FY2025 reflect broader economic uncertainty and reduced capital investment activity across the manufacturing sector.

⁷⁰ Target is based on current and projected resources and established best practices based on those resources.



Idaho State
University

STRATEGICPLAN

2027-2031

Performance Measure Report

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Vision

We inspire a passion for knowledge and discovery.

Mission

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

Statewide Performance Measures Established by the Idaho State Board of Education

Performance Measure	FY2022 Current Data	FY2023 Current Data	FY2024 Current Data	FY2025 Current Data	FY2026 Current Data	FY2027 Benchmark	FY2031 Benchmark
1. Student Access <i>Measured by student enrollment as reported on the PSR-1 Annual Report</i>							
Annual Enrollment Headcount	14,702	14,816	15,146	15,649		16,000	17,000
Annual Enrollment FTE	9,252	9,216	9,544	9,905		9,975	10,250
2. Student Retention <i>Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report</i>							
First-time, full-time fall to fall retention	71%	74%	72%	74%		75%	75%
3. Student Completion <i>Measured by the percentage of degree seeking first-time, full-time freshman graduating within 150% of time on the IPEDS Graduation Report</i>							
First-time, full-time 150% graduation rate	34%	35%	35%	37%		40%	50%
4. Student Affordability <i>Measured by ISU resident undergraduate tuition and fees compared to Idaho State Board of Education assigned peer institutions as reported by the National Center for Education Statistics</i>							
Tuition Rank Relative to Peers	2 nd lowest	2 nd lowest	2 nd lowest	2 nd lowest		3 rd or lower	3 rd or lower

Critical Institutional Performance Measures for the Idaho State Board of Education

Performance Measures	FY2022 Current Data	FY2023 Current Data	FY2024 Current Data	FY2025 Current Data	FY2026 Current Data	FY2027 Benchmark	FY2031 Benchmark
5. Student Access <i>Measured by fall degree-seeking student enrollment as reported on the IPEDS Fall Enrollment Report</i>							
Fall degree-seeking student enrollment	9,115	9,087	9,447	9,769		9,850	10,250
6. Student Completion <i>Measured by distinct degrees and certificates awarded to ISU students</i>							
Number of degrees and certificates awarded							
- Undergraduate	1,955	2,004	2,154	2,293		2,300	2,500
- Graduate	782	800	805	798		825	900
7. Health Professions Mission <i>Measured by the annual unduplicated headcount of students in health professions and pre-professional health majors</i>							
Annual health professions enrollment	3,927	3,769	3,805	4,001		4,075	4,200
8. Research <i>Measured by the Higher Education Research and Development (HERD) survey for direct externally sponsored research and development</i>							
Total Annual Research Expenditures	\$16.6M	\$17.5M	\$17.5M	\$17.7M		\$20.0M	\$24.0M
9. Advancement <i>Measured by the annual amount of cash and commitments to the ISU Foundation</i>							
Private Support	\$38.7M	\$14.7M	\$32.2M	\$14.6M		\$18.0M	\$25.0M
10. Efficiency							
Administrative to Instructional Cost Ratio	\$.18 for each \$1 spent on instruction	\$.24 for each \$1 spent on instruction	Available July 2026	Available July 2027		<\$.25	<\$.25

Strategic Plan Goals and Objectives

Goal 1: Increase Student Access, Opportunity, Retention, and Success

We build a diverse and thriving student population by providing all students with the tools, opportunities, and environment to support their goals, learning, and achievement.

Objective 1A: Increase access and enrollment using targeted recruitment efforts

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027 Benchmark	FY2031 Benchmark
Fall degree-seeking student enrollment							
All students	9,115	9,087	9,447	9,769		9,850	10,250
First-generation students*	1,570	1,480	1,593	2,319		2,350	2,400
Rural Idaho students	2,505	2,493	2,644	2,804		2,840	2,950
Percent of cost of attendance covered by grant or scholarship aid [□]	32%	32%	36%	36%		36%	38%

* FAFSA survey methodology changed in FY2025.

Objective 1B: Improve student retention by strengthening students' ISU experience

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
First-time, full-time bachelor degree-seeking student fall to fall retention [□]	71%	74%	72%	74%		75%	75%

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Objective 1B: Improve student retention by strengthening students' ISU experience (continued)

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	24%	24%	24%	25%		28%	32%
Percent of new degree-seeking freshmen completing a gateway math course within two years [△]	73%	76%	82%	80%		83%	85%
Percent of undergraduate, degree-seeking students taking a math remediation course completing a subsequent credit-bearing course within a year with a "C" or higher	38%	47%	54%	58%		55%	60%

Objective 1C: Improve ISU's graduation rate

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Number of degrees and certificates awarded [△]	2,737	2,804	2,959	3,091		3,150	3,350
% of total credentials conferred that are STEM field	13%	14%	11%	12%		15%	18%
Percent of first-time, full-time freshman graduating within 100% of time	20%	22%	24%	24%		26%	30%
Percent of first-time, full-time freshman graduating within 150% of time [△]	34%	35%	35%	37%		40%	50%

[△] Mission Fulfillment Measure

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Goal 2: Strengthen Programmatic Excellence

Programmatic excellence is at the core of student achievement. The University continually evolves to meet workforce demands and recruit, retain, and support highly qualified faculty and staff. We allocate resources to strengthen programs and opportunities focused on student achievement and success.

Objective 2A: Attract, support, and retain outstanding faculty and staff

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Percent of faculty and staff who express satisfaction with Idaho State University as their employer ^⓪	Not available	72%	Not available	Not available	74%	75%	80%
Employee turnover	17%	13%	13%	11%		>2%	>4%

^⓪ ISU's employee survey is usually administered biennially. This was paused in FY2025 as the survey was being restructured. A workgroup is currently reviewing the survey, frequency, and utility as a performance measure.

Objective 2B: Enhance ISU's infrastructure

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Life of capital assets	18.4	16.9	17.27	13.98		13.5	12.5

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Objective 2C: Align ISU's programs with community, regional, and national needs

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Number of certificates and other stackable "microcredentials" awarded at Idaho State University	378	359	514	594		550	650
Number of ISU degrees awarded that align with Idaho Launch programs	Not available	Not available	Not available			1,350	1,450
Number of certificates and degrees awarded in Health Professions programs							
Undergraduate/	666	648	649	644		675	725
Professional							
Graduate	336	326	331	351		350	375

Goal 3: Cultivate External Partnerships

We contribute to the betterment of all communities through strong collaborations and partnerships. The University will continue to foster existing beneficial partnerships and build new associations that advance Idaho State's mission.

Objective 3A: Maximize the impact of new and existing regional partnerships in support of ISU's mission

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Number of active formal academic and/or research partnership agreements with educational institutions, organizations, and private industry [Ⓢ]	In development	In development	In development	In development	In development	In development	In development
Percentage of off-campus Career Path Internship placements	30%	32%	35%	30%*		35%	40%

[Ⓢ] We are in the process of developing a method for collecting this data and establishing benchmarks.

* Wage increases in FY2025 decreased total CPI opportunities.

Objective 3B: Expand collaborations with K-12 and post-secondary educational institutions

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Student transfers from Idaho Community Colleges to Idaho State University	225	245	248	287		325	400
Early College program enrollment	3,769	4,042	3,980	4,155		4,200	4,500

Goal 4: Expand Research, Clinical, and Creative Activities

We change lives for the better by e4xpanding our research, clinical, and creative activities. We focus on increasing human knowledge, serving the needs of society, and supporting artistic ventures.

Objective 4A: Enhance faculty's ability to initiate research and innovative projects

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
F&A distributed to colleges, researchers, and PIs	\$1.2M	\$1.4M	\$1.4M	\$1.5		\$1.9M	\$2.8M
Three-year rolling average of external grant proposals submitted [Ⓢ]	296	286	292	244 [Ⓢ]		300	320

[Ⓢ] While the number of grant proposals has decreased, the total dollar value has increased and is up 3% over this timeframe.

Objective 4B: Increase productivity in research, scholarly, and creative activities

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Total annual research expenditures [Ⓢ]	\$16.6M	\$17.5M	\$17.5M	\$17.7M		\$20.0M	\$24.0M

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Objective 4C: Engage students in Interprofessional Educational and/or clinical research

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Percent of health professions students that participate in interprofessional education/clinical research opportunities	Not Available	Not Available	70%	66%		70%	75%
Percent of health professions faculty that participate in interprofessional education/clinical research opportunities	Not Available	Not Available	58%	67%		70%	75%

Objective 4D: Enhance ISU student research, clinical, and creative opportunities

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Number of ISU students participating in the Research and Creative Scholarship Symposium	Not available	Not available	246	246		260	290

Goal 5: Energize the Bengal Community

We engage and build strong relationships with all members of the Bengal Community to achieve academic success and innovation, advance learning and research, and enhance lives. The Bengal Community includes students, faculty, staff, alumni, community members, friends, and partners who engage with the University and support its success.

Objective 5A: Enhance student life and engagement

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Total headcount of student employees and graduate assistants (Fall)							
Students	1,017	1,015	1,130	1,167		1,202	1,350
Graduate Assistants	235	227	228	241		248	280
Number of students who participate in student activity board events and activities ^Ω	10,327	11,365	12,519	16,948		17,500	19,000

^Ω Students are counted more than once if involved in more than one event or activity in the year.

Objective 5B: Increase faculty and staff connection, engagement, and recognition

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Number of faculty and staff nominees for the Be a Bengal Program	78	82	110	120		125	140
Number of ISU employees contributing to Bengal Giving Day	239	253	183	184		250	300
ISU Today Open Rates	66%	65%	66%	66%		68%	70%

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Objective 5C: Increase alumni connections to and participation with ISU

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Private support: cash and new commitments to the ISU Foundation	\$38.7M	\$14.7M	\$32.2M	\$14.6M		\$18M	\$25M
Alumni Engagement – event attendance, giving, volunteer, and/or meaningful contact (unduplicated)	Not available	Not available	2,146	3,524		4,000	4,350

Objective 5D: Increase ISU's impact on its communities

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Number of ISU Clinics and Pharmacy clients served	50,784	50,460	46,382	49,688		51,500	53,000
Continuing Education and Workforce Training enrollment [△]	21,413	23,657	37,283	46,024		47,000	49,000

△ Mission Fulfillment Measure

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Key External Factors

Several external factors affect Idaho State University's ability to achieve strategic plan goals, to include:

- **State Funding.** Ongoing cuts in state funding are creating additional pressure on lean operating budgets.
- **Inflation.** ISU continues to experience significant inflation in services, technology, materials, supplies, utilities, equipment, and capital construction.
- **Out of State Competition.** ISU and other Idaho colleges and universities are experiencing increasing competition from other states for Idaho students. We are passionate about educating Idaho students so that they stay in Idaho and contribute to our workforce and economy. This requires additional investments in marketing and recruitment.
- **Infrastructure.** ISU is 125 years old and is facing an aging campus infrastructure. ISU is experiencing a growing need for investments to address \$280 million in deferred maintenance and to build new facilities for student support, program growth, and workforce development.
- **Administrative Requirements.** Growing compliance, reporting, and administrative requirements require ever increasing resources and support.

Evaluation Process

In 2024, Idaho State University implemented a new Planning and Institutional Effectiveness Framework, designed to support and further ISU's mission. The integrated framework forms the basis for ongoing and systematic assessment, adaptation, and improvement.

The Planning and Institutional Effectiveness Steering Committee continues to review and streamline elements of the framework to support our accreditation and strategic plan more seamlessly. As part of this effort, we have identified nine high-level "Mission Fulfillment Measures" and developed online dashboards that show longitudinal progress toward established thresholds. We have also updated our strategic plan objectives and performance measures to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) focus on measurable outcomes.

On an annual basis, the Planning and Institutional Effectiveness Steering Committee reviews progress toward mission fulfillment and strategic plan goals and objectives, reports on progress to Administrative Council, Leadership Council, and the campus community, and recommends priority actions to address performance gaps and opportunities.

Appendix A: Alignment with State Board of Education Goals

State Board of Education Goals	Goal 1: Educational Readiness (K-12)	Goal 2: Educational Access	Goal 3: Educational Attainment
Idaho State University Goal 1	Goal 1: Increase student access, opportunity, retention, and success	Goal 1: Increase student access, opportunity, retention, and success	Goal 1: Increase student access, opportunity, retention, and success
Increase access and enrollment using targeted recruitment efforts		X	
Improve student retention by strengthening students' ISU experience		X	X
Improve ISU's graduation rate			X
Idaho State University Goal 2	Goal 2: Strengthen programmatic excellence	Goal 2: Strengthen programmatic excellence	Goal 2: Strengthen programmatic excellence
Attract, support, and retain outstanding faculty and staff			X
Enhance ISU's infrastructure		X	X
Align ISU's programs with community, regional, and national needs		X	X
Idaho State University Goal 3	Goal 3: Cultivate external partnerships	Goal 3: Cultivate external partnerships	Goal 3: Cultivate external partnerships
Maximize the impact of new and existing relationships and partnerships to support ISU's mission		X	X
Expand collaborations with K-12 and post-secondary educational institutions		X	X
Idaho State University Goal 4	Goal 4: Expand research, clinical, and creative activities	Goal 4: Expand research, clinical, and creative activities	Goal 4: Expand research, clinical, and creative activities
Enhance faculty's ability to initiate research and innovative projects			X
Increase productivity in research, scholarly, and creative activities			X
Engage students in Interprofessional Education and/or clinical research		X	X

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State Board of Education Goals	Goal 1: Educational Readiness (K-12)	Goal 2: Educational Access	Goal 3: Educational Attainment
Idaho State University Goal 4	Goal 4: Expand research, clinical, and creative activities	Goal 4: Expand research, clinical, and creative activities	Goal 4: Expand research, clinical, and creative activities
Enhance ISU student research, clinical, and creative opportunities		X	X
Idaho State University Goal 5	Goal 5: Energize the Bengal community	Goal 5: Energize the Bengal community	Goal 5: Energize the Bengal community
Enhance student life and engagement		X	X
Increase faculty and staff connection, engagement, and recognition			X
Increase alumni connections to and participation with ISU		X	X
Increase ISU's impact on its communities		X	X

Appendix B: Special Appropriations Strategic Plans

Idaho Dental Education Program

Vision

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Mission

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

Goal 1: Provide access to quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Contract for 4-year dental education for at least 8 Idaho residents	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of students enrolled in the program [□]	8	8	8	8	9	9	10

[□] Dependent upon state appropriations.

Department of Family Medicine

Vision

To improve lives by serving on the forefront of healthcare and education.

Mission

Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

Goal 1: Expand to a new facility

Objective A: Establish an expanded, modern interprofessional healthcare training facility.

Performance Measures	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Identification of new site	In progress	In progress	In progress	Site Identified	Site Identified	N/A	N/A
Completion of new site	N/A	N/A	N/A	N/A	N/A	N/A	Complete

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Idaho Museum of Natural History

Vision

To inspire all Idahoans and our visitors to protect and preserve natural history.

Mission

Create meaningful experiences through our shared natural history that empower and educate communities.

Values

Curiosity – our desire to search for knowledge

Authenticity – our dedication to the natural world

Connectedness – our recognition that context and community are essential to progress

Legacy – our commitment to the protection of natural history

Goal 1: Expand the audience in depth and breadth

Objective: Increase usage of Museum services

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
Annual museum visitors	8,117	8,619	8,883	9,114		9,400	10,000
Idaho counties served	12	12	14	19		22	44 (all counties)
Museum members	107	106	136	187		195	220

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Goal 2: Increase opportunities for education, research, and lifelong learning

Objective: Increase the variety of experiences that our audiences can participate in

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2027	Benchmark FY2031
K-12 education participants, including visits to museum exhibits and educational programs	5,742	6,093	5,675	8,335		8,500	9,000
Number of students hours spent in CPI, RA, for-credit, volunteer, and student research in collections ^Φ	12,000	12,000	8,000	6,900		7,000	8,000
Total volunteer hours [¥]	400	894	960	559		1,100	2,500

^Φ FY2024-2025 decrease due to CPI funding limitations

[¥] FY2025 decrease due to staff vacancies

Goal 3: Grow resources to sustainability support our mission

Objective: Increase and diversity Museum revenue streams

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	Benchmark FY2026	Benchmark FY2031
Annual philanthropic donations	\$32,741	\$94,403	\$227,910	\$123,998		\$200,000	\$400,000
Grant and contract expenditures	\$66,247	\$104,516	\$68,790	\$22,884		\$50,000	\$100,000
Earned revenues (excluding gifts, donations, grants, and contracts)	\$71,097	\$89,080	\$76,732	\$102,885		\$110,000	\$130,000

Key External Factors: Funding

Many of IMNH strategic goals and objectives assume on-going and strategic additional levels of State legislative appropriations. Funding provided through Federal programs will positively contribute to the preservation of public collections.

Appendix C: Performance Measure Updates

As part of its annual review process, ISU's Planning and Institutional Effectiveness Steering Committee updates strategic plan performance measures and analyzes progress toward strategic goals and objectives. The committee also reviews and updates measures as needed to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) provide meaningful, valid measurable outcomes. Annual updates are reflected below.

Critical Institutional Performance Measures for the Idaho State Board of Education

Administrative to Instructional Cost Ratio

Comparison to in-state peers was removed at the request of the State Board of Education

Goal 2: Strengthen Programmatic Excellence

Objective 2A: Attract, support, and retain outstanding faculty and staff

~~2.A.2 Staff employee retention relative to peers~~

~~2.A.3 Faculty employee retention relative to peers~~

2.A.2 Employee turnover

Rationale: Employee turnover is a clearer and more intuitive measure to interpret.

Objective 2B: Enhances ISU's infrastructure

~~2.B.1 Deferred maintenance expenditures~~

2.B.1 Life of capital assets

Rationale: This measure demonstrates the overall impact of investment in buildings and physical plant.

Objective 2C: Align ISU's programs with community, regional, and national needs

~~2.C.1 Number of ISU graduates with degrees that align with Idaho Department of Labor "Hot Jobs" list~~

Rationale: This measure required manual tracking and interpretation through SOC code crosswalks.

2.C.1 Number of ISU degrees awarded that align with Idaho Launch programs

Rationale: This aligns with the objective and is easily measured and replicated.

Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2027 – FY 2031





**STRATEGIC PLAN
FY 2027 - 2031**



Submitted July 2026

MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to Idaho's learning and civic engagement.

Systemwide Performance Measures

Student Access: LC State Annual Enrollment

Annual Enrollment	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 27 (2026-27) Benchmark	FY 31 (2027-28 thru 2030-31) Benchmark
HC	4,636	4,661	4,674	4,871	Not Yet Available	5,000	5,000
FTE	2,464	2,438	2,435	2,561	Not Yet Available	3,000	3,000

- Source: PSR 1 Annual Enrollment Report
- Definition: The sum of unduplicated headcounts and average full-time equivalent (FTE) enrollments across the terms of the academic year.
- Benchmarks: LC State's target enrollment for fall term is 3,000 FTE and 4,000 headcount (HC). Annualizing the fall headcount across all three terms (summer, fall, and spring) brings the unduplicated annual headcount goal to 5,000 HC. FTE does not need to be annualized, since it is already calculated as an average across terms.

Student Retention: LC State Retention Rate

Retention	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 27-31 (2026-27 thru 2030-31) Benchmark
First-Time, Full-Time, Baccalaureate-Seeking, Students	63%	64%	61%	65%	Not Yet Available	70%

- Source: IPEDS
- Definition: The retention or proportion of first-time, full-time, baccalaureate-seeking students who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.
- Cohort Context Note: The IPEDS first-time, full-time, baccalaureate-seeking cohort for Fall 2024 consisted of 367 students, representing < 10% of LC State's total Fall 2024 headcount.
- Benchmarks are based on the average retention rates of all State Board approved peer institutions and will be updated as IPEDS data are released.

Student Success: LC State 150% of Time Graduation Rate

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 25 (2019 Cohort)	FY 26 (2020 Cohort)	FY 27-31 (2021-25 Cohorts) Benchmark
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	35%	45%	40%	39%	Not Yet Available	45%

- Source: IPEDS
- Benchmarks are based on the average graduation rates of all State Board approved peer institutions and will be updated as IPEDS data are released.

Student Affordability: LC State Average Net Price

Net Price	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 27-31 (2026-27 thru 2030-31) Benchmark
\$	\$11,476	\$12,508	\$15,917	\$14,249	Not Yet Available	\$14,006

- Source: IPEDS
- Definition: Average net price for full-time, first-time degree-seeking undergraduates paying the in-state tuition rate who were awarded grant or scholarship aid from federal, state or local governments, or the institution.
- Benchmarks are based on the median net price of all State Board approved peer institutions and will be updated as IPEDS data are released.

Institutional Performance Measures

High Quality Program Outcomes: Professional Exam Licensing & Certification Pass Rates

Exam	Row Type	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 27-31 (2026-27 thru 2030-31) Benchmark
NCLEX: Registered Nurse	LC State	92.8%	90.8%	97.3%	97.6%	Not Yet Available	Exceed National Average
NCLEX: Registered Nurse	Benchmark: Nat'l Ave.	82.3%	80.2%	93%	89.7%	--	--
ARRT: Radiology	LC State	90%	73%	93%	89.5%	Not Yet Available	Exceed National Average
ARRT: Radiology	Benchmark: Nat'l Ave.	83.5%	84%	82%	85.8%	--	--
PRAXIS: Teacher Education	LC State	86.0%	89.7%	90.6%	94.5%	Not Yet Available	Exceed State Average
PRAXIS: Teacher Education	Benchmark: State Ave.	86.7%	88.9%	89.6%	91.8%	--	--
ASWB: Social Work	LC State	66.7%	73.3%	84.2%	Not Yet Available	Not Yet Available	Exceed National Average
ASWB: Social Work	Benchmark: Nat'l Ave.	64.5%	67.9%	67.2%	--	--	--
Workforce Training: CNA	LC State	57%	65%	84%	80%	Not Yet Available	Exceed State Average
Workforce Training: CNA	Benchmark: State Ave.	70%	70%	70%	70%	--	--

- Definition: The proportion of test takers who pass professional licensure or certification exams.

LEWIS-CLARK STATE COLLEGE

Strategic Cornerstones

FY 2027 – 2031 • June 2026

LC State's four cornerstones are intentionally forward-looking. While honoring the strong foundation built in the previous strategic plan, this framework is oriented toward the future—growing and reshaping the student body, expanding healthcare education across the region, and sustaining the operational efficiency that makes LC State Idaho's highest-value four-year institution. LC State's four cornerstones serve as the institutional goals of this strategic plan. The objectives and initiatives listed under each cornerstone are the measurable actions by which progress toward each goal will be tracked.

Enrollment Goals

All four cornerstones are calibrated to achieve LC State's targets—calculated to ensure long-term financial viability: **3,000 FTE** and **4,000 headcount** as fall term targets. Cornerstone 1 enables growth. Cornerstones 2 and 3 reshape the composition of the student body. Cornerstone 4 ensures the institution can sustain it.

CORNERSTONE

1

Strengthening Our Student-Centered Foundation

Building on the gains of the previous strategic plan—where LC State deeply embedded the principle of *connecting learning to life* and realigned its quality efforts to meet evolving student needs—this cornerstone consolidates that foundation and accelerates its momentum. It is the operating platform on which enrollment growth rests.

Co-Curricular Pathways & Career Readiness

- Verify continued alignment of co-curricular pathways to reinforce academic programs and real-world career outcomes. Continue work-based learning, internships, and employer-connected credentials.
- Scale career readiness initiatives (e.g., co-curricular leadership and career certificates) across student populations, including dual-enrollment, transfer, and adult learners.

Recruitment, Outreach & Access

- Embed and continually reinforce a campus culture of shared enrollment (recruitment and retention) responsibility.
- Reinforce marketing campaign investment and initiatives targeting rural, traditional and non-traditional student markets.
- Expand access through program innovation, stackable credentials (Workforce Training (WFT) to and through graduate programs), and flexible delivery (face-to-face (F2F), online, hybrid, mixed modality).
- Deepen partnerships with K-12, workforce agencies, tribal entities, and community organizations (e.g., Middle School/H.S. CTE pathways, Technical Advisory Committee input, targeted workforce specific certificates via WFT).

Student-Centered Support Services

- Support and strengthen one-stop services (e.g., admissions, registrar, advising/academic coaching, financial aid, student accounts; as well as student support services - tutoring, writing lab, etc.) to increase persistence and completion.
- Deploy data-informed interventions to identify and support students at risk of stopping out (e.g., Retention Alert, Therapy Assisted Online counseling support).
- Foster a campus environment where every student has access to and is aware of the support and resources needed to succeed.

Associated Performance Measures

Student Access (Annual Enrollment); Student Retention (Retention Rate); Student Success (150% Graduation Rate); Student Affordability (Average Net Price); High Quality Program Outcomes (Professional Licensing & Certification).

CORNERSTONE

2

LC State Elevate — Leading Idaho in Nontraditional Education

LC State Elevate positions Lewis-Clark State College (LC State) as Idaho's leader and innovator in non-traditional education. Traditional college-age students remain a valued and important part of LC State's student-centered mission, and the college will continue to recruit and support them vigorously. However, this population is in structural demographic decline regionally and nationally, making it essential that LC State broaden the composition of its student body—intentionally growing adult learners, working professionals, and underserved populations—to achieve the enrollment levels required for long-term financial viability.

Enrollment Growth Priorities

- Adult Learners — Significant growth across the adult learner population, branded as “LC State Elevate,” Idaho's leader in nontraditional education.
- Online & Hybrid Learners — Expanded reach through flexible, affordable course formats that accommodate the complex lives of working adults, parents, and place-bound students.
- Graduate Programs — Substantial increase in graduate enrollment, anchored in healthcare education, positioning LC State as north Idaho's graduate healthcare leader.
- Industry BAS (“Run the Business”) — Continued growth in employer-connected baccalaureate completion.
- Accelerated BAS (“Three-Year Degree”) — Launch and scale a new accelerated pathway for working adults.
- Portfolio / Credit for Prior Learning — Aggressive expansion to recognize and credential life and work experience.
- CTE+ — Develop new pathways for adults to retool for workforce reentry.
- Prison Education — Continued growth; brand as Idaho's leader in corrections education.
- Adult Learning Center (GED) and Work Force Training (short-term, workforce specific certificates).

Pipeline & Infrastructure Strategy

- Position the Adult Learning Center, Workforce Training, and Small Business Development Center as feeder pipelines into LC State Elevate programs, including Portfolio / Prior Learning Assessment.
- Launch the Elevate brand campaign (June 2026 target): news release, digital advertising, LinkedIn targeting, and a quality-built website.

- Deploy AI-assisted and targeted digital outreach to reach working adults where they are.
- Conduct annual campaign reviews (July 2027, July 2028) to refine strategy and messaging.
- Taken together, growth across the Elevate sub-categories—online and hybrid learners, adult learners, Portfolio/Prior Learning, Industry BAS, Accelerated BAS, CTE+ (e.g., P.M./weekend technical industrial cohorts), and Prison Education—is projected to contribute over 100 additional headcount by FA (fall) 2029. This estimate includes graduate enrollment growth, a portion of which is also reflected in the Healthcare Education cornerstone is not included in this range.

Associated Performance Measures

Student Access (Annual Enrollment); Student Retention (Retention Rate); Student Success (150% Graduation Rate); High Quality Program Outcomes (Professional Licensing & Certification).

CORNERSTONE

3

LC State as the Comprehensive Healthcare Education Provider serving North Central Idaho

LC State has and is continuing to strategically expand its healthcare program portfolio to become the definitive healthcare education center for north-central Idaho—serving communities from McCall through Lewiston to Coeur d’Alène. LC State’s healthcare legacy runs deep: nursing education has been a cornerstone of the institution since 1965, with associate degrees offered from the outset and bachelor’s degrees added in 1975. This cornerstone builds on that six-decade foundation, accelerating expansion in degree-granting capacity, program breadth, and regional partnerships.

Strategic Intent

- Solidify programmatic position as the comprehensive healthcare education provider for north-central Idaho—offering a full continuum of programs from entry-level workforce training through graduate degrees (e.g., MSN – Nursing Leadership in Healthcare & Direct Entry)
- Ensure that students can enter, advance, and complete at every level—from a Certified Nursing Assistant (CNA) certificate to a master’s degree—without leaving the region.
- Establish LC State as the degree-granting institution of record for healthcare cohorts across the region, formalizing its role through consortia, MOUs, and articulation agreements with Idaho State University (ISU), University of Idaho (UI), North Idaho College (NIC), College of Eastern Idaho (CEI), College of Western Idaho (CWI), and other partners.
- Build and sustain guaranteed admission pathways that extend student opportunity into advanced-practice and specialized fields beyond LC State’s own offerings—accomplished through partnerships with Idaho peer institutions including ISU, UI, and Idaho College of Osteopathic Medicine (ICOM).

Workforce Training Programs (Non-Credit)

- **Existing:** Phlebotomy, CNA, Emergency Medical Technician (EMT), Assistance with Medications, Medical Billing & Coding, Pharmacy Technician, Dental Assisting.
- **Planned:** Mammography Certificate (FA [fall] 2026, online with practicum; pathway to Breast Sonography); Breast Sonography Certificate (FA 2026, online with practicum; pathway to Sonography AAS); Peri-Operative Nursing Certificate (FA 2026, online with practicum); Critical Care Nursing Certificate (exploration underway); Central/Sterile Processing Certificate (FA 2027, pathway to Surgical Technology AAS).

Academic Certificates

- **Existing:** Medical Assistant, Medical Administrative Assistant, Medical Biller/Coder, Medical Receptionist, Medical Transcription, Nursing Management & Leadership, Graduate Nursing Management & Leadership, Sport Coaching Graduate Certificate (transfers to ISU Master of Physical Education and Master of Public Administration).
- **Planned/Active:** Paramedic Science Academic Certificate — ISU program on LC State's campus (initiated FA 2025).

Applied Associate of Science Degrees (AAS)

- **Existing:** Medical Assistant, Medical Administrative Assistant, Dental Assisting (NIC program on LC State's campus).
- **Planned:** Physical Therapist Assistant — consortium with three community colleges (FA 2026); Medical Lab Technology — consortium with three community colleges (SP [spring] 2027); Sonography — stand-alone, curriculum approval in process (FA 2026 or FA 2027); Occupational Therapy Assistant — proposed consortium with ISU (FA 2027 or FA 2028); Respiratory Therapy — proposed consortium with ISU (FA 2027 or FA 2028); Surgical Technology — proposed consortium with NIC or stand-alone (FA 2028–FA 2029), Health Studies (FA 26).

Associate of Science Degrees

- **Existing:** Radiographic Science, Paramedic Science (ISU program on LC State's campus, initiated FA 2025)

Bachelor's Degrees

- **Existing:** Health Studies, Bachelor of Science in Nursing (BSN), Radiographic Science, Computed Tomography, Business Administration: Healthcare Management Emphasis, Exercise Science, Kinesiology.
- **Planned:** Paramedic to BSN — initial exploration underway.

Master's Degrees

- **Existing/Active:** Master of Science in Nursing (MSN): Nursing Leadership in Healthcare (stand-alone, FA 2024); Master of Science in Athletic Training (MSAT) — 3+2 with ISU Master of Science in Athletic Training (MSAT) — 3+2 with UI; Master of Public Health — 3+2 with ISU.

- **Planned:** Direct-Entry Master of Science in Nursing (FA 2026); Master of Physician Assistant (MPAS) — partnership with ISU, LC cohort MOU pending (FA 2027 earliest, likely FA 2028); MSN Nursing Education — potential ISU partnership (FA 2027); Doctor of Physical Therapy (DPT) — ISU partnership, MOU for guaranteed admission in place, LC cohort under exploration (FA 2028); Master of Occupational Therapy — ISU partnership, MOU for guaranteed admission in place, LC cohort under exploration (FA 2028); Master of Social Work — Social Work Director exploring (timeline TBD).

Articulation Agreements & Guaranteed Pathways

- Idaho College of Osteopathic Medicine (ICOM) — Guaranteed interview for qualifying LC State graduates.
- ISU, Doctor of Pharmacy — Articulation agreement with 2 guaranteed admission seats for LC State graduates.
- ISU, Master of Occupational Therapy — Articulation agreement with 2 guaranteed admission seats for LC State graduates.

Enrollment & Financial Impact

- Healthcare program expansion—across all credential levels—is a primary driver of LC State’s enrollment goals and the intentional broadening of its student population required for institutional financial viability.
- Maturing existing and planned academic programs identified in this cornerstone have anticipated accreditation regulated cohort capacities totaling approximately 60–80 new students per year at full implementation. Because most are cohort-based programs in which students enroll full-time or near-full-time over two or more years, steady-state headcount from these programs alone is estimated in the range of 120–160 additional students—not including workforce training certificates, for which capacities are still being determined.
- Graduate program growth, anchored in healthcare, is a key contributor to the FTE and headcount targets required for long-term institutional health.
- Market LC State’s full healthcare portfolio on campus and across the region; position as “North Idaho’s Healthcare Education Leader.”

Academic Affairs Reorganization

A restructured Academic Affairs organization systematically supports these efforts. Health Professions is consolidated under a unified Dean structure—spanning Nursing, Allied Health, Radiographic Science, Social Work, and the Healthcare Education Center—creating the organizational coherence and leadership capacity needed to execute program expansion at regional scale. Direct partnership pathways at two-year, four-year and graduate levels are embedded within this structure. Clinical and advising support is aligned to the expanded program portfolio. Specialized and programmatic accreditation is addressed explicitly: accreditation liaison roles are embedded within Nursing, Radiographic Science, and Social Work at the unit level, while a dedicated Programmatic Accreditation function under the Assistant Provost provides institution-wide coordination—ensuring LC State can manage the accreditation demands of a growing healthcare portfolio without compromising compliance or program integrity.

Associated Performance Measures

Student Access (Annual Enrollment); Student Retention (Retention Rate); Student Success (150% Graduation Rate); High Quality Program Outcomes (Professional Licensing & Certification).

CORNERSTONE

4

A Model of Efficiency

LC State will sustain and strengthen a culture of operational efficiency—ensuring that every resource is aligned to student success and institutional mission, and that the college remains financially resilient through intentional stewardship.

- Automate workflows and optimize enterprise systems—reducing manual processes and redeploying employee effort toward the relational, judgment-driven work that defines a student-centered institution.
- Build real-time data infrastructure and financial transparency—deploying enterprise reporting dashboards so that leaders at every level have on-demand, accurate data to drive decisions.
- Deploy AI tools responsibly and at scale—executing a phased AI integration strategy grounded in data security, staff training, and professional development, with the goal of freeing human energy for the work that technology cannot replicate.
- Modernize learning and working environments—investing in facilities, infrastructure, and technology that reduce barriers to delivering high-quality programming wherever students are, whether on campus, online, or at partner and correctional sites.

Associated Performance Measures

Student Affordability (Average Net Price).

Enrollment Goals: The Through-Line

All four cornerstones are calibrated to achieve and support LC State’s enrollment targets, which are calculated to ensure financial viability. Cornerstone 1 enables growth. Cornerstones 2 and 3 strategically evolve the composition of our student body to reach these targets. Cornerstone 4 ensures the institution can sustain it.

Fall FTE Target	Fall Headcount Target
3,000	4,000

Key External and Internal Factors

LC State operates at the intersection of regional workforce demand and accessible higher education, and the following assumptions about external and internal factors will continue to shape the institution's strategic direction.

Regionally, the labor market signals are clear. Healthcare and social services are projected to lead all Idaho industries in total jobs added through 2032, with north Idaho healthcare employment alone expected to grow more than 20% over the next decade. Construction, transportation, and related trades are among the fastest-growing occupational sectors in the region, collectively accounting for 35% of total regional job postings, with total occupational employment projected to increase by 13,000 jobs between 2022 and 2032. LC State's applied learning model — hands-on, employer-connected, and embedded in real-world contexts — is designed precisely to produce graduates ready to fill these roles. Graduates from professional programs such as registered nursing, social work, and certified nursing assistant consistently pass their professional certification examinations at rates exceeding state and national averages, reflecting the quality and relevance of LC State's career-ready approach. As the most affordable of Idaho's public four-year institutions, LC State ensures that this quality education remains within reach for the students and communities that need it most.

Against this backdrop, LC State will continue to operate as a modestly selective institution with a greater than 95% acceptance rate, serving a substantial number of first-generation and rural students and those with varying levels of college preparation. Its student population spans residential and non-residential learners alike — including commuters, online students, place-bound individuals such as incarcerated students, and working adults — reflecting the college's deep commitment to access and inclusion. All LC State programs of study offer graduates opportunities for applied and experiential learning, ensuring that every student, regardless of background or circumstance, connects their education to real-world outcomes.

Sustaining this mission requires navigating a challenging enrollment environment. LC State is maintaining enrollment at a time when local, regional, and national high school graduating classes are declining. Continuing to do so depends on: (a) robust promotion of the LC State brand and its demonstrated successes across multiple audiences, including prospective students, as well as the continued cultivation of strategic partnerships with other institutions, agencies, businesses, and community organizations — particularly as those partnerships relate to graduate credentialing and workforce alignment; and (b) achieving brand clarity by successfully transitioning our naming convention from “college” to “university”.

Financially, LC State will continue to maximize operational efficiencies through program prioritization and internal resource reallocation, while expanding its pursuit of grants and private fundraising to complement tuition revenue. Ongoing assessment of program performance will ensure that offerings remain both effective and viable. Simultaneously, LC State will continue to advocate for increased per-capita state investment, making the case for its distinctive role in Idaho's education ecosystem as an institution that delivers a small-school experience with outsized impact on regional workforce development and student success.

Development & Evaluation Process

In spring 2026, LC State engaged a campuswide strategic plan update initiative following a successful NWCCU accreditation evaluation. A representative working group contributed the value propositions that undergird the plan's cornerstones., a commitment to framing LC State's mission in terms of how it helps Idaho achieve rather than what LC State itself achieves, and a focus on the authentic integration of AI across the institution. Working group conversations created space for realistic dialogue about future resource (re)allocations to accomplish shared institutional goals. Through shared governance processes, institutional leadership shaped the plan's final scope, direction, and structure. Together, these contributions produced the strategic plan update reflected here.

The value propositions that grounded the working group's efforts are listed below and undergird the cornerstones.

For Students - An affordable, hands-on, small-school experience designed for students who need flexibility, support, and real-world preparation — not just a degree.

For Idaho's Workforce, Employers and Partners - Career-ready graduates filling critical gaps across Idaho's key industries — including healthcare, trades, education, and social services — with embedded, discipline-specific applied experience and partnerships that keep programs aligned with workforce needs, consistently exceeding state and national certification benchmarks.

For the State of Idaho - Outsized impact per dollar: As Idaho's model of efficiency in public higher education, LC State expands access for students who benefit most from an affordable, supportive four-year experience — proving that serving more Idahoans well requires spending wisely, not spending more.

The Strategic Plan has been modified and streamlined to reflect these value propositions nested within the evolving higher education landscape, including shifting demographics and broader economic pressures facing institutions today. Performance metrics were refined to provide meaningful benchmarks associated with the cornerstones identified in the plan; align with Idaho State Board of Education systemwide metrics; and critical institutional metrics unique to LC State. The plan will undergo regular institutional review, with changes made in alignment with both objective performance data and the subjective evaluation of campus stakeholders.

To translate strategic priorities into action, LC State's existing annual planning and assessment cycle serves as the primary implementation mechanism. Each year, units and departments assess their resources, prioritizing the reallocation of existing resources before requesting new ones, and tie any budget requests directly to strategic plan cornerstones — ensuring resource allocation decisions are grounded in strategic direction and that planning and reporting reflect institutional priorities. Together, these mechanisms provide the cadence for ongoing course correction, ensuring the strategic plan remains a living document responsive to performance data, institutional conditions, and evolving priorities.

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education	
	Goal 2: Educational Access	Goal 3: Educational Attainment
Cornerstone 1: Strengthening Our Student-Centered Foundation	✓	✓
Cornerstone 2: LC State Elevate — Leading Idaho in Nontraditional Education	✓	✓
Cornerstone 3: LC State as the Comprehensive Healthcare Education Provider serving North Central Idaho	✓	✓
Cornerstone 4: A Model of Efficiency		✓

Table 1: The Idaho State Board of Education (SBOE) has three goals in its strategic plan, two of which are presented here in alignment with LC State's strategic plan cornerstones. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.



College of Eastern Idaho

Strategic Plan 2027-2031

June 1, 2026



FY 2027-2031

Strategic Plan

MISSION STATEMENT

To provide open access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION:

1. Student Access: Measured by student enrollment as reported in the PSR-1 Annual report. CEI is leveraging strategic marketing campaigns alongside high-demand programs to drive enrollment growth.

Table: Annual and Full Time Enrollment Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Annual Enrollment Headcount	3,225	3,468	3,689	4,494	4,768	5,366
Full-time Equivalent (FTE)	1,212	1,266	1,364	1,542	1,636	1,841

2. Student Retention: Measured by the percentage of degree-seeking, first-time, full-time fall-enrolled students that are retained in the following fall as reported in the IPEDS Fall Enrollment Report.¹ Achieving the 65% benchmark and maintaining it through continued enrollment growth will position CEI for long-term success.

Table: First/Full Fall to Fall Retention Data

					Benchmark	
from IPEDS report	Fall 2021-Fall 2022	Fall 2022-Fall 2023	Fall 2023-Fall 2024	Fall 2024-Fall 2025	2027	2031
First-time, Full-time Fall to Fall Retention	50%	64%	60%	58%	65%	65%

3. Student Success: Measured by the percentage of degree-seeking, first-time, full-time freshmen graduating within 150% of time as reported in the IPEDS Graduation Rates Report.

Table: First/Full 150% Grad Rate Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
First-time, full-time 150% of time graduation rate	47%	35%	37%	43%	45%	48%

¹ Beginning in FY 2026, IPEDS retention reporting reflects only CEI's bachelor's cohort, which represents a small share of enrollment. For this reporting, CEI will continue to calculate retention based on the associate degree and certification cohort, using the IPEDS Fall Enrollment formula.

4. Affordability Measure: Ensure that CEI students pay an affordable tuition rate by ensuring CEI tuition remains less than the WICHE average (Source: WICHE weighted state average undergraduate tuition and fees for a public two-year institution, excluding California)

Table: Affordability Measure Data

					Benchmark	
	FY 2022	FY 2023	Fall 2024	Fall 2025	2027	2031
CEI tuition & fees	\$4,200	\$4,200	\$4,200	\$4,500	---	---
WICHE	\$4,217	\$4,326	\$4,489	\$4,775	---	---
CEI as % of WICHE	99.5%	97%	93.5%	94.2%	<100%	<100%

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

5. Pre-College Readiness Increase: The number of pre-college-readiness students who achieved at least one educational functioning level improvement (Source: Internal reporting)

Table: College Readiness Increase Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Gained educational level	98	117	132	147	160	175

6. Employers Served by Workforce Training & Community Education. (Source: Internal Reporting)

Table: Employers served Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Employers Served	54	49	60	65	76	106

7. College Going Rate: The college going rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**AUGUST 12-13, 2026****ATTACHMENT 8****College of Eastern Idaho Strategic Plan 5***Table: College Going Rate Data*

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Percentage of Annual Enrollment who entered CEI within 1 year of High School	35%	44%	35%	45%	47%	50%

8. Reaching Idaho's Students: The percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)

Table: Distance Ed Mastery Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Percentage of Students taking a Distance Ed course	73%	74%	81%	77%	80%	80%

9. Consistent Course Quality: The pass rate gap difference between distance and face-to-face courses to ensure all students receive a consistently high-quality learning experience regardless of modality (Source: Internal Reporting)

Table: Course Quality Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Difference	5%	5%	7%	5%	4%	4%

10. Positive Placement in Careers: Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

Table: Career Placement Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Positive Placement of Career Technical Education Completers	99%	97%	98%	97%	100%	100%

GOAL 1: INCREASE EDUCATIONAL READINESS, ENSURING THAT CEI PROVIDES A RIGOROUS, UNIFORM, AND THOROUGH EDUCATION TO EMPOWER ITS STUDENTS TO BE LIFELONG LEARNERS WHO ARE PREPARED FOR OUR REGION'S WORKFORCE OPPORTUNITIES.

Objective A (Critical Institutional Performance Measure): Increase the number of employers served by Workforce Training & Community Education (WTCE). (Source: Internal Reporting)
WTCE will expand its reach to employers by partnering with the local community to identify additional in-demand classes, while continuing targeted marketing efforts that highlight existing workforce needs.

Table: Employers Served Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
WTCE Employers Served	54	49	60	65	76	106

Objective B (Critical Institutional Performance Measure): Increase the number of students prepared to enter collegiate training or workforce. (Source: Internal reporting.)

- I. Increase the number of students enrolled in the GED program who are Idaho residents (not including ESL)
- II. Increase the number of students who complete their GED
- III. Increase the number of students who achieve at least one educational functioning level improvement (Source: Internal reporting)

Table: Institutional Measures Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Enrolled	214	227	212	187	200	225
Completed	42	20	40	60	80	100
Gained educational level	98	117	132	147	160	175

Objective C: Increase the number of at-risk students receiving specialized services from the Center for New Direction (CND) (Source: Internal Reporting)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 8

College of Eastern Idaho Strategic Plan 8

Table: Center For New Directions Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
CND Clients Served	264	266	286	387	445	512

Objective D (Critical Institutional Performance Measure): Close the pass rate gap between distance and face-to-face courses to ensure all students receive a consistently high-quality learning experience regardless of modality (Source: Internal Reporting)

Table: Course Pass Rates Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Course Pass Rate: F2F	88%	90%	90%	89%	90%	90%
Course Pass Rate: Distance	83%	85%	83%	84%	86%	86%
Difference	5%	5%	7%	5%	4%	4%

GOAL #2: INCREASE EDUCATIONAL ACCESS TO AN AFFORDABLE, QUALITY EDUCATION

College of Eastern Idaho ensures that it increases access to quality, affordable education for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Increase the numbers and percentage of degree/certificate seeking students who received a Pell grant, which shows that CEI its commitment to providing accessible education for those with substantial financial challenges. (Source: Student Financial Aid IPEDS)

CEI serves many of Idaho's most economically vulnerable students, reflected in increased Pell Grant participation, and is positioned as a leading community college for rural students of Idaho.

Table: Pell Awards Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Number of students awarded a Pell grant	640	625	898	1,023	1,074	1,181
Percentage of all degree/certificate seeking students awarded federal Pell grants	30%	47%	64%	69%	70%	70%

Objective B (Critical Institutional Performance Measure): Increase the college going rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

CEI has established a matriculation team to support students transitioning from Early College programs into full enrollment. In addition, new scholarships have been created to assist students who earned CEI credits in high school with this transition.

Table: College Going Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Percentage of Annual Enrollment who entered CEI within 1 year of High School	35%	44%	35%	45%	47%	50%

Objective C (Critical Institutional Performance Measure): Increase the percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)

Table: Distance Ed Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Percentage of Students taking a Distance Ed course	73%	74%	81%	77%	80%	80%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 8

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Objective D: Increase the percentage of males in annual credit-seeking enrollment to increase equitable access to the state's educational and vocational resources. (Source: IPEDS 12-month enrollment).

Table: Male Enrollment Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Percentage of males in annual enrollment	39.5%	40.9%	39.5%	40%	50%	50%

Objective E (State-Required Measure): Increase credit-seeking student enrollment (Source: PSR-1 Annual report)

Table: Credit Seeking Enrollment Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Annual Enrollment Headcount	3,225	3,468	3,689	4,494	4,768	5,366
Total percentage of change from previous fiscal year	+22.7%	+7.4%	+6.4%	21.8%	+3% annual increase	+3% annual increase

Objective F (State-Required Measure): Ensure that CEI students pay an affordable tuition rate by ensuring CEI tuition remains less than the WICHE average (Source: WICHE weighted state average undergraduate tuition and fees for a public two-year institution, excluding California)

Table: Tuition Rate Data

					Benchmark	
	FY 2022	FY 2023	Fall 2024	FY 2025	2027	2031
CEI tuition & fees	\$4,200	\$4,200	\$4,200	\$4,500	---	---
WICHE	\$4,217	\$4,326	\$4,489	\$4,775	---	---
CEI as % of WICHE	99.5%	97%	93.5%	94.2%	<100%	<100%

GOAL 3: INCREASE STUDENT ATTAINMENT

College of Eastern Idaho fuels a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

Objective A: Increase the total number of certificates/degrees produced, disaggregated
(Source: PMR-State Measure #120)

- I. Certificates of less than one year
- II. Certificates of at least one academic year
- III. Associate degrees

Table: Degrees Awarded Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Certificates <1 year	3	1	5	2	3	5
Certificates >1 year	103	116	153	101	107	119
Associate degrees	276	278	319	308	327	368

Objective B: Increase the number of unduplicated graduates/completers (Source: PMR-State Measure #170)

- I. Certificates of less than one year
- II. Certificates of at least one academic year
- III. Bachelor's and associate degrees

Table: Degrees Award Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Completers of Certificates<1 year	3	1	5	2	3	5
Completers of Certificates>1 year	102	115	148	99	105	117
Completers of Degrees	263	263	304	300	318	358

Objective C: Increase the number of first-time, part-time, fall-enrolled students that are retained or graduate in the following fall. (Source: IPEDS Fall Enrollment Report/Internal reporting using the same methodology starting in FY 2026 due to bachelor's degree cohort.)

Table: Retention Data

					Benchmark	
	Fall 2021- Fall 2022	Fall 2022- Fall 2023	Fall 2023- Fall 2024	Fall 2024- Fall 2025	2026	2030
First-time, Part-time Fall to Fall Retention	42%	45%	46%	44%	48%	51%

Objective D (State-Required Measure): Increase the first-time, full-time, fall-enrolled students that are retained or graduate in the following fall (Source: IPEDS Fall Enrollment Report/Internal reporting using the same methodology starting in FY 2026 due to bachelor's degree cohort.)

Table: Retention Data

					Benchmark	
from IPEDS report	Fall 2021-Fall 2022	Fall 2022-Fall 2023	Fall 2023-Fall 2024	Fall 2024-Fall 2025	2027	2031
First-time, Full-time Fall to Fall Retention	50%	64%	60%	58%	65%	65%

Objective E (State-Required Measure): Increase percent of first-time, full-time, freshmen graduating within 150% of time (Source: IPEDS Graduation Rates)

Table: Grad Rate Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
First-time, full-time 150% of time graduation rate	47%	35%	37%	43%	45%	48%

Objective F (Critical Institutional Performance Measure): Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

Table: CTE Placement Data

					Benchmark	
	FY 2022	FY 2023	FY 2024	FY 2025	2027	2031
Positive Placement of Career Technical Education Completers	99%	97%	98%	97%	100%	100%

Key External Factors

1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

4. Careful conservation and growth of stakeholder investment

Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

5. Greater proof of higher education's value to its stakeholders

We have clear, published course-level and program-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

Table: Educational Readiness Data

SBOE GOAL 1: EDUCATIONAL READINESS		
CEI GOAL 1: INCREASE EDUCATIONAL READINESS		
Objective A: Increase number of employers served by Workforce Training and Community Education (WTCE) Measure: WTCE Headcount	Objective B: Increase number of students prepared to enter collegiate or workforce training Measure: College & Career Readiness Measures	Objective C: Increase number of at-risk students receiving specialized assistance Measure: Population of Center for New Directions
Objective D: Close pass rate gap between F2F and distance ed courses Measure: Course pass rates		

Table: Educational Access Data

SBOE GOAL 2: EDUCATIONAL ACCESS		
CEI GOAL 2: INCREASE EDUCATIONAL ACCESS		
Objective A: Increase numbers of Pell grant recipients Metric: Number and student body percentage of recipients	Objective B: Increase the go-on rate Metric: Annual enrollment of CEI students within 1 year of high school graduation	Objective C: Increase distance education enrollees to ensure access to higher education regardless of location, employment, etc. Metric: Percentage of students taking a course with distance components
Objective D: Increase percentage of males Metric: Percentage of males in annual enrollment	Objective E: Increase credit-seeking enrollment Metric: Unduplicated annual enrollment count	Objective F: Keep tuition affordable Metric: Comparison to WICHE average

Table: Educational Attainment Data

SBOE GOAL 3: EDUCATIONAL ATTAINMENT		
CEI GOAL 3: INCREASE EDUCATIONAL ATTAINMENT		
Object A: Increase the number of credentials attained Measure: Count of degrees and credentials	Objective B: Increase number of CEI completers Metric: Unduplicated count of completers at all certificate & degree levels	Objective C: Increase the fall-to-fall, first-time, part-time retention rate Metric: First-time, part-time fall-to-fall retention rate
Objective D: Increase first-time, full-time retention Metric: First-time, full-time retention rate	Objective E: Increase full-time graduation rate Metric: First-time, full-time graduation rate	Objective F: CTE students place into chosen careers. Metric: Placement rate

Table: Contact Information

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**COLLEGE OF SOUTHERN IDAHO
2026-2030 (FY2027-FY2031)
STRATEGIC PLAN**

OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

OUR VISION

To improve the quality of life of those impacted by our services.

OUR VALUES

- **Community:** The College of Southern Idaho, the Magic Valley's community college, commits to effectively serving the educational, intellectual, cultural, and economic needs of the communities we serve.
- **Equal Opportunity:** The College of Southern Idaho recognizes and embraces the belief that all individuals should be provided with an equal opportunity to pursue instruction and training. The College is a place of fairness, civility, and collegiality, and celebrates the benefits of learning and growth that come from a commitment to equal opportunity for all.
- **Innovation:** The College of Southern Idaho exemplifies a spirit of innovation that positions the College as an educational and community leader throughout our service area.
- **Quality:** The College of Southern Idaho ensures that offerings meet or exceed the level of quality demanded by stakeholders, and honor the substantial investment that users make in the College.

Statewide Performance Measures Established by the Idaho State Board of Education

These metrics are required by the Idaho State Board of Education and have been highlighted here. These metrics are also included in the body of the plan.

- Student Access
 - Measured by student enrollment as reported on the PSR-1 Annual Report.

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Annual Enrollment Headcount	15,178	16,586	17,688	Aug 2026	18219	19908
Annual Enrollment FTE	4,600	4,900	5,498	Aug 2026	5663	6188

Benchmark: Set at 3% above prior year.

- Student Retention
 - Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report.

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
First time, full-time fall to fall retention	64%	64%	68%	Feb 2027	70%	75%

- Student Success
 - Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report.

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
First-time, full-time 150% graduation rate	43%	40%	41%	Feb 2027	45%	50%

- Student Affordability
 - In-state, in-district tuition

	Current Data				Benchmark	
	FY 2024	FY 2025	FY 2026	FY 2027	FY 2027	FY 2031
In-state, in-district tuition	\$140 per credit	\$140 per credit	\$147 per credit	\$155 per credit	\$155	\$155

Benchmark: Limit tuition increases to the extent possible.

Critical Institutional Performance Measures for the Idaho State Board of Education

These metrics are being highlighted here at the request of the Idaho State Board of Education. They are also included in the body of the plan.

- CSI uses a co-requisite remediation model that places students directly into college-level English and mathematics gateway courses—the first credit-bearing courses required for degree completion—while providing a one-credit support course when needed. Placement is based on high school GPA, college entrance exam scores, and/or ISAT results. This approach enables students to earn college credit immediately while receiving targeted academic support to successfully complete these foundational courses.
- Increase the percentage of co-requisite math students who complete gateway math courses (C or higher) at rates comparable to traditional gateway math students.

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Gateway math completion success	76.2% (1969/2584)	73.9% (2070/2802)	73.0% (2382/3261)	Aug 2026	75%	75%
Gateway math with Co-requisite completion success	60.5% (98/162)	50.7% (105/207)	48.8% (98/201)	Aug 2026	56.9%	64%

Benchmark: Set at 3% above prior year. Data set includes all students

- Increase the percentage of co-requisite English students who complete ENGL 101 (C or higher) at rates comparable to traditional ENGL 101 students.

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
ENGL 101 completion success	80.9% (1668/2062)	79.6% (2056/2582)	80.1% (2308/2880)	Aug 2026	82%	85%
ENGL 101 with Co-requisite completion success	55.2% (48/87)	49.1% (53/108)	59% (72/122)	Aug 2026	59.5%	67%

Benchmark: Set at 3% above prior year. Data set includes all students

- Increase the percentage of first-time degree-seeking students completing a gateway math course within two years of enrollment (Source: CSI)

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Student completion of college-level math	52% (641/1225)	48% (619/1285)	51% (640/1247)	Aug 2026	53%	58%

- Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
First-time, full-time 100% graduation rate	34%	35%	33%	Feb 2027	35	30%**

- Increase the percentage of students completing 30 or more credits per year, using FY2025 as a baseline. (Source: CSI)

	Current Data				Benchmark	
	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	FY 2027	FY 2031
Students completing 30 or more credits per year	13%	28%	29%	Aug 2026	30%	35%

OUR STRATEGIC PLAN

Guided by the values of community, equal opportunity, innovation, and quality, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

STRATEGIC GOAL 1: STUDENT ACCESS

Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.

Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.

Performance Measures:

- 1.1.1 Ensure Region IV dual credit enrollment represents a consistent or increasing percentage of total CSI dual credit enrollment. (Source: State Board of Education Dual Credit Report)**

	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
					FY 2027	FY 2031
Region IV Dual Credit Participation at CSI	n/a	32% (3,492/11,066)	34% (4,273/12,574)	31% (4,265/13,896)	35%	35%

Note: Participation rate numerator is Region IV dual credit enrollment at CSI, denominator is total CSI dual credit enrollment.

- 1.1.2 Increase Region IV high school graduates' immediate and three-year college-going rates, while increasing the proportion who enroll at CSI. (Source: State Board of Education and CSI).**

	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
					FY 2027	FY 2031
Region IV Fall Immediate	42%	41%	47%	Aug 2026	48%	60%*
Region IV Within 3 Years	57%	55%	55%	Feb 2027	65%	80%*
Region IV Attending CSI Fall Immediate	51%	48%	Feb 2027	Feb 2028	60%	70%

Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.

Performance Measures:

- 1.2.1 Increase non-credit Workforce Development enrollment, including LAUNCH and PELL Eligible courses (Source: Workforce Development and Training Report)**

	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
					FY 2027	FY 2031
Total Enrollments	7,190	7,414	7,053	Aug 2026	7265	7938

Benchmark: Set at 3% above prior year.

NOTE: Delta from PMR

Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.

Performance Measures:

1.3.1 Increase CSI unduplicated headcount of non-dual credit students (Source: PSR 1 Fall Snapshot Report) (Statewide Performance Measure)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
3,905	3,958	4,260	3,887	4,400	4,750

Benchmark: 4,400 (by 2027)

1.3.2 Increase CSI full-time equivalency (FTE) enrollment for all credit-bearing students (Source: PSR 1 Fall Snapshot Report)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
3,702	3,963	4,480	4,555	4,692	5126

Benchmark: Set at 3% above prior year.

1.3.3 Increase CSI annual enrollment for all credit-bearing students (Source: PSR 1 Annual Enrollment Report) (Statewide Performance Measure)

	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
					FY 2027	FY 2031
Headcount	15,178	16,586	17,688	Aug 2026	18219	19908
FTE	4,600	4,900	5,498	Aug 2026	5663	6188

Benchmark: Set at 3% above prior year.

1.3.4 Maintain access for students by offering affordable tuition rates (Source: CSI) (Statewide Performance Measure)

FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	FY27 (2026-2027)	Benchmark	
				FY 2027	FY 2031
\$140 per credit	\$140 per credit	\$147 per credit	\$155 per credit	\$155	\$155

Benchmark: Limit tuition increases to the extent possible.

STRATEGIC GOAL 2: STUDENT RETENTION

Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.

Objective 2.1: Establish robust systems and processes that support student retention.

Performance Measures:

- 2.1.1 Increase the percentage of new first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS) (Statewide Performance Measure)**

	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
					FY 2027	FY 2031
CSI	64%	64%	68%	Feb 2027	70%	75%**
Peer Institutions	58%	58%	64%	Feb 2027		

Benchmark: 70% (by 2027); 75% (by 2031)

Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.

Performance Measures:

- Increase the percentage of co-requisite math students who complete gateway math courses (C or higher) at rates comparable to traditional gateway math students.

○	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
Gateway math completion success	76.2% (1969/2584)	73.9% (2070/2802)	73.0% (2382/3261)	Aug 2026	75%	75%
Gateway math with Co-requisite completion success	60.5% (98/162)	50.7% (105/207)	48.8% (98/201)	Aug 2026	56.9%	64%

Benchmark: Set at 3% above prior year. Data set includes all students

- Increase the percentage of co-requisite English students who complete ENGL 101 (C or higher) at rates comparable to traditional ENGL 101 students.

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2031
ENGL 101 completion success	80.9% (1668/2062)	79.6% (2056/2582)	80.1% (2308/2880)	Aug 2026	82%	85%
ENGL 101 with Co-requisite completion success	55.2% (48/87)	49.1% (53/108)	59% (72/122)	Aug 2026	59.5%	67%

Benchmark: Set at 3% above prior year. Data set includes all students

2.2.3 Increase the percentage of first-time degree-seeking students completing a gateway math course within two years of enrollment (Source: CSI)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
52%	48%	51%	Aug 2026	FY 2027	FY 2031
(641/1225)	(619/1285)	(640/1247)		55%	60%

Benchmark: 55% ⁷ (by 2027); 60% ⁷ (by 2031)

STRATEGIC GOAL 3: STUDENT SUCCESS

Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.

Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.

Performance Measures:

3.1.1 Match or exceed our peer institutions in the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *Statewide Performance Measure (Statewide Performance Measure)*

	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
					FY 2027	FY 2031
CSI	43%	40%	41%	Feb 2027	45%	50%**
Peer Institutions	35%	37%	38%	Feb 2027		

Benchmark: 45% ⁸ (by 2027); 50% ⁸ (by 2031)

3.1.2 Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26	Benchmark	
				FY 2027	FY 2031
34%	35%	33%	Feb 2027	35	30%**

Benchmark: see footnote 8

3.1.3 Increase the number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
1,132	1,239	1,160	Oct 2026	1,262	1,342

Benchmark: 195 Certificates/1067 Degrees ⁹ (by 2027) (SBOE)

3.1.4 Increase the number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
1,079	1,149	1,046	Oct 2026	1077	1177

Benchmark: Set at 3% above prior year.

3.1.5 Increase the percentage of students completing 30 or more credits per academic year (Source: CSI)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
13%*	28%	29%	Aug 2026	31%	55%

Benchmark: 55% ¹⁰ (by 2031)

3.1.6 Reduce the median credits earned at graduation (Source: CSI)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
68	69	66	Oct 2026	69	69

Benchmark: 69 ¹¹ (by 2027)

Objective 3.2: Ensure that instructional and student support services provide equal opportunity for all.

Performance Measures:

3.2.1 Increase the retention and graduation rates of entering students with high school GPAs of 3.0 or lower (Source: College of Southern Idaho)

Metric	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
					FY 2027	FY 2031
Fall-to-Fall Retention	54%	***	***	***	60%	75%**
150% of Time Graduation	25%	***	***	***	28%	50%**

Benchmark: Eliminate Gap by 2029 ¹²

Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.

Performance Measures:

3.3.1 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
93%	96%	99%	April 2027	97%	97%

Benchmark: Maintain placement at or above the average for the previous four years (97%) ¹³ (by 2027)

3.3.2 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)

FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY26 (2025-2026)	Benchmark	
				FY 2027	FY 2031
58% (2020-2021 Graduates)	58% (2021-2022 Graduates)	54% (2022-2023 Graduates)	Feb 2027	60%	65%

Benchmark: 65% ¹⁴ (by 2031)

FY 2031 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

** This benchmark has been established by the Idaho State Board of Education.

***Data is currently unavailable due to software conversion.

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which have been shown to significantly impact enrollment.
- Changes in local, state, and/or federal funding levels.
- Changes to accreditation requirements.
- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry).
- Emergencies (pandemics, natural disasters, etc.).
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on the achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

¹The college benchmarks dual credit growth against the annual K–12 enrollment growth rate in Idaho's Region IV school districts (Region IV Enrollment vs. CSI Dual Enrollment Report). This measure is updated annually and supports the Idaho State Board of Education's Goal 2.A.I, which aims for 90% or more of high school graduates to be funded for one or more advanced opportunities. Region IV enrollment data are sourced from the Idaho State Department of Education.

²The college is working to increase the immediate college-going ("go on") rate for Region IV high school graduates, including the percentage who enroll at CSI. The benchmark is based on Utah's pre-pandemic college-going rate. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II: 60% or more of high school graduates enroll in college within one year, and 80% or more within three years. Data are provided by the Idaho Office of the State Board of Education.

³Growth targets are based on the recent increase in interest in the trades and the impact of Idaho Launch marketing and funding. After this initial enrollment increase, the college has established a sustainable annual growth target of 3%.

⁴The college has established a goal of enrolling 4,750 non-dual credit students each semester by 2030. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II: 60% or more of high school graduates enroll in college within one year, and 80% or more within three years.

⁵The college has established a goal of reaching 5,126 FTE by Fall 2030. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II: 60% or more of high school graduates enroll in college within one year, and 80% or more within three years.

⁶The FY25 benchmark for first-time, full-time, degree-seeking students is a stretch goal based on CSI's student retention initiatives and the performance of Amarillo College (TX), one of CSI's peer institutions with exemplary retention. CSI's peer institutions have an average retention rate of 58%. The FY30 benchmark aligns with the Idaho State Board of Education's Goal 3.A.I: 75% or more of students retained to the second year. Reported data reflect the cohort that entered one year before the fiscal year (e.g., FY25 reflects the Fall 2022 cohort).

⁷CSI uses a co-requisite remediation model that places students directly into college-level English and math gateway courses while providing a one-credit support course when needed. Placement is based on high school GPA, college entrance exam scores, and/or ISAT results. As fewer students are placed into remediation, English and math remediation benchmarks reflect this decline. Gateway math completion benchmarks reflect CSI's commitment to helping students complete these foundational courses as quickly as possible. The FY31 benchmarks align with the Idaho State Board of Education's previous statewide goal.

⁸ This benchmark is based on recent improvements in completion rates, CSI's student success initiatives, and the exemplary performance of Hutchinson Community College, one of CSI's benchmark institutions. CSI's peer institutions have an average 150% time-to-completion rate of 37%. This measure supports the Idaho State Board of Education's Goal 3.B.I of a 50% completion rate. CSI has established a benchmark for the 150% time-to-completion rate but not the 100% rate because comparable peer data are unavailable. However, CSI has already exceeded the State Board's 30% goal for 100% time-to-completion.

⁹Benchmarks are based on targets previously established by the Idaho State Board of Education and measure the number of certificates and degrees awarded each year, rather than the number of individual graduates.

¹⁰Because students who complete 30 or more credits per year are more likely to persist and complete a certificate or degree, the college is working to increase the number of students reaching this milestone. This measure supports the Idaho State Board of Education's Goal 3.A.II (55% or more per year).

¹¹The college is reducing excess credits at graduation through improved advising and focused graduation plans.

¹²CSI research shows that high school GPA is the strongest predictor of college success for entering students. To address completion challenges and reduce achievement gaps, the college tracks the success of students entering with lower high school GPAs and directs targeted support services to these students. Due to a recent Student Information System conversion, CSI is temporarily unable to accurately access high school GPA data. Tracking will resume once the system transition is complete.

¹³This benchmark is based on the average placement rate from the past four years (Source: Idaho CTE Follow-Up Report).

¹⁴The college is working to better support students who plan to transfer after graduation. Data reflect the entry cohort three years prior to the fiscal year (e.g., FY25 reflects the Fall 2022 cohort).

Answers to Clarification Questions

Strategic Plan Updates & Metrics

Student Access

CSI's enrollment growth is driven by coordinated efforts to expand higher education participation across the Magic Valley. These include strong K–12 and community partnerships, expanded dual credit opportunities, and close collaboration with regional school districts, employers, and community organizations.

The college is also increasing outreach to underserved populations and adult learners through flexible pathways such as expanded online offerings, short-term credentials, and apprenticeship programs that provide accessible entry points into higher education and clear progression into degree programs.

Student Retention

CSI's "15 to Finish" initiative has increased the number of students completing 30 or more credits annually. To sustain this progress, the college has strengthened advising and academic planning through more proactive support, improved degree planning tools, and streamlined administrative processes.

Additional efforts include promoting appropriate full-time enrollment, expanding summer offerings, and aligning course schedules with student needs to reduce barriers to timely progression.

Student Success

CSI's student success strategy focuses on improving completion rates through structured academic pathways, proactive advising, clear program maps, and expanded transfer and career planning services.

Key supports include the Work-Based Learning Center, which provides internships, resume support, interview preparation, career coaching, and employer connections. The Bridge to Success program offers intensive advising and academic support for incoming students with lower GPAs, supplemented by tutoring services available to all students.

CTE programs also use cohort-based models that strengthen peer and faculty engagement, fostering belonging and improving completion outcomes.

Performance Measure Analysis

3.1.2 – Graduation Rate

CSI appreciates alignment with the State Board of Education (SBOE) strategic plan while recognizing its strong historical performance. The college consistently exceeds the current state expectation of a 30% completion rate within 100% of normal time.

When benchmarked against peer institutions using a 150% time standard—where CSI’s 37% completion rate is considered strong performance—the college continues to evaluate whether a higher institutional benchmark is appropriate as additional comparative data becomes available.

Students Completing 30+ Credits Per Year

The increase in this metric since FY2022 reflects successful momentum strategies. By emphasizing the financial and academic benefits of completing 30 credits annually—supported by proactive advising, optimized scheduling, and expanded summer enrollment—CSI has accelerated student progress toward on-time completion.

1.1.2 – Region IV College-Going Rates

CSI is advancing this goal through strengthened college readiness and postsecondary awareness efforts with Region IV counselors and administrators. Strategies include expanded dual credit access, career pathway exploration, high school outreach, Instant Enrollment and advising sessions, financial aid awareness campaigns, and summer bridge and transition programs. Targeted communication efforts continue to engage students and families.

1.3.1 – Non-Dual Credit Enrollment

CSI’s non-dual credit enrollment strategy leverages regional population growth, workforce demand, and targeted recruitment. Planned efforts will focus on adult learners (age 25+) by promoting re-entry pathways and career advancement opportunities.

Support services are provided through the Center for New Directions, which assists single parents and non-traditional students with advising and wraparound resources. These

efforts are complemented by expansion of high-demand workforce programs, career technical education, and flexible online course delivery.

3.2.1 – Retention and Graduation of Students with GPAs $\leq$ 3.0

CSI recognizes that students entering college with lower high school GPAs may require additional academic and personal support to persist and succeed. This measure reflects the institution's commitment to equal opportunity and student achievement for all learners. Strategies supporting these students include co-requisite academic support, intrusive advising (through Bridge to Success) , tutoring, early intervention systems, first-year experience programming, and increased coordination between instructional and student affairs teams. CSI believes this metric provides a meaningful way to assess institutional effectiveness in supporting students who may face greater barriers to completion.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENT 9

Alignment with Idaho State Board of Education FY2025-2029 Strategic Plan	State Board of Education Goals		
	Goal 1: EDUCATIONAL READINESS	Goal 2: EDUCATIONAL ACCESS	Goal 3: EDUCATIONAL ATTAINMENT
College of Southern Idaho Goals and Objectives			
GOAL #1: STUDENT ACCESS			
<i>Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.</i>			
Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.		✓	
Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.		✓	
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.		✓	
GOAL #2: STUDENT RETENTION			
<i>Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.</i>			
Objective 2.1: Establish robust systems and processes that support student retention.			✓
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.			✓
GOAL #3: STUDENT SUCCESS			
<i>Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.</i>			
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.			✓
Objective 3.2: Ensure that instructional and student support services provide equal opportunity for all.			✓
Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.			✓

COLLEGE OF WESTERN IDAHO

Strategic Plan

2027-2031

MISSION STATEMENT

College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.

VISION STATEMENT

The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION

Student Access

Measured by student enrollment as reported on the PSR-1 Annual Report.

					Benchmark	Benchmark
Student Enrollment	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY27 (2026-2027)	FY31 (2030-2031)
Total Student Headcount	21,132	21,358	21,945	23,528	25,480	28,030
Total Student FTE	6,470	6,411	6,635	7,150	NA	NA

Total student headcount and FTE sourced from the Idaho State Board of Education PSR 1 Annual Enrollment Report, which includes only credit student headcounts.

Student Retention

Measured by the percentage of first-time, full-time degree/certificate-seeking students that are retained the following fall, as reported in the IPEDS Fall Enrollment survey.

					Benchmark	Benchmark
	FY22 (Fall 2020 Cohort)	FY23 (Fall 2021 Cohort)	FY24 (Fall 2022 Cohort)	FY25 (Fall 2023 Cohort)	FY27 (Fall 2025 Cohort)	FY31 (Fall 2029 Cohort)
First-Time, Full-Time Fall-to-Fall Retention Rate	57%	57%	63%	66%	66%	73%

IPEDS retention rate measures the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the following fall.

Student Success

Measured by the percentage of first-time, full-time degree/certificate-seeking students that graduated within 150% of time, as reported in the IPEDS Graduation Rates survey.

	FY22 (Fall 2019 cohort)	FY23 (Fall 2020 cohort)	FY24 (Fall 2021 cohort)	FY25 (Fall 2022 cohort)	Benchmark FY27 (Fall 2024 Cohort)	Benchmark FY31 (Fall 2028 Cohort)
Percent of first-time, full-time students graduating within 150% of time	27%	27%	31%	36%	37%	42%

IPEDS graduation rate measures full-time, first-time degree or certificate seeking students who completed their program within 150% of normal time (i.e., for a two-year associate's degree, 150% of normal time would be completing in three years).

Student Affordability

Measured by CWI's IPEDS Average Net Price compared to Idaho Public 4-Year institutions in the CWI service area.

	FY22	FY23	FY24	FY25	Benchmark FY27	Benchmark FY31
CWI IPEDS Average Net Price is 50% or less than the IPEDS Average Net Price at Idaho public universities in service area (ISU, BSU, U of I)						
CWI IPEDS Average Net Price	\$7,694	\$7,880	\$7,208	\$7,784		
ISU, BSU, and U of I IPEDS Average Net Price (average)	\$14,758	\$15,034	\$15,256	\$16,289		
CWI IPEDS Average Net Price as a percentage of Idaho Public Universities in service area (ISU, BSU, U of I)	52%	52%	47%	48%	≤50%	≤50%

IPEDS Average Net Price is the average yearly price charged to first-time, full-time degree/certificate-seeking undergraduate students receiving student aid after deducting such aid.

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

Transfer Rate

					Benchmark	Benchmark
	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	FY27 (2026-2027)	FY31 (2030-2031)
Percent of students who enroll at a 4-year institution within one year of attaining a CWI credential	56%	52%	53%	55%	≥61%	≥61%

Transfer rate measures the percentage of CWI Academic Transfer graduates that transferred to a 4-year institution within one year of attaining a CWI credential.

Job Placement Rate

					Benchmark	Benchmark
Work-based Learning Center Job Placement Rate	FY22	FY23	FY24	FY25	FY27	FY31
% of graduates reporting they are employed, continuing education, or enlisted on the post-graduation survey	59%	87%	88%	88%	93%	97%

Positive Job Placement is defined as the percentage of graduates that were employed, continuing education, or enlisted in the military at the time of completing the survey. The post-graduation survey is conducted for 6 months after graduation. The survey response rate in FY25 was 51%.

Program Completions Associated with High-Wage / High-Demand Jobs

					Benchmark	Benchmark
	FY22	FY23	FY24	FY25	FY27	FY31
% of graduates completing programs associated with high-wage/high-demand jobs	72%	73%	75%	74%	78%	86%

High-wage/high-demand jobs list sourced from the Idaho Department of Labor Statewide Occupational Projections, Idaho Hot Jobs 2020-2030.

Key External Factors

There are a number of key external factors that can have a significant impact on CWI's ability to fulfill the mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Thirty-five percent of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. It is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community.
- Economy. Current economic conditions and workforce demand continue to influence enrollment patterns across higher education. Trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.



North Idaho College

2027 - 2031

Strategic Plan

OUR MISSION

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

OUR VISION

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

OUR VALUES

North Idaho College is dedicated to these core values that guide its decisions and actions.

Student Success	A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.
Educational Excellence	High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.
Community Engagement	Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.
Stewardship	Economic and environmental sustainability through leadership, awareness and a responsiveness to changing community resources.
Diversity	A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION

The following measures, established by the Idaho State Board of Education, are highlighted on this page to make them easier to locate. Each of these measures are also included in the body of the plan.

Student Access: Annual credit student enrollment and FTE at the end-of-term for the full reporting year (summer, fall, spring) as reported to the Idaho State Board of Education on the PSR-1 Report. Students who exclusively audit all courses during the annual year are excluded, per PSR-1 instructions. [CCM 279] ^

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
Annual Headcount	5,470	5,054	5,710	5,905	5,824	6,304
Annual FTE	2,593	2,386	2,683	2,836	2,737	2,962

^ Statewide Performance Measure

See also Goal 1: Measure 1.4

Benchmark reflects continued sustainable growth in annual credit enrollment and FTE at 2% per year based on college initiatives.

Student Retention: Student retention rates (fall to fall) for first-time, full-time, degree/certificate-seeking students as reported to IPEDS, Fall Enrollment survey component. [CCM 025] ^

	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2025 Fall 2023	FY 2026 Fall 2024	FY 2027 Benchmark	FY 2031 Benchmark
NIC	59.2%	58.9%	63.3%	63.1%	63.6%	64.6%

^ Statewide Performance Measure

See also Goal 1: Measure 1.2

Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

Student Success: First-time, full-time, degree/certificate-seeking students who completed their program within 150% of normal time as reported to IPEDS, Graduation Rates survey component. [CCM 196] ~ ^

	FY 2023 Fall 2020	FY 2024 Fall 2021	FY 2025 Fall 2022	FY 2026 Fall 2023	FY 2027 Benchmark	FY 2031 Benchmark
NIC	35.7%	37.5%	35.6%	Available 12/2026	38.5%	40.0%

~ Mission Fulfillment Measure

^ Statewide Performance Measure

See also Goal 2: Measure 2.2

Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

Student Affordability: Annual student tuition & fees for the year based on in-district students taking 15 credits per semester, fall and spring. [CCM 278] ^

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	\$4,245	\$4,245	\$4,245	Available 8/2026	Remain less than WICHE state average	Remain less than WICHE state average
WICHE average without CA	\$4,327	\$4,466	\$4,623	-----		
NIC % of WICHE average	98%	95%	92%	-----		

^ Statewide Performance Measure

See also Goal 1: Measure 1.6

Benchmark based on WICHE unweighted average tuition and fees for 2-year institutions excluding CA from Tuition and Fees dashboard. Report can be found at <https://www.wiche.edu/policy-research-/data-resources/tuition-fees/>.

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

The following six measures are unique to North Idaho College and are core to the institution's operation and strategic plan. These measures are highlighted on these two pages to make them easier to locate.

Each of these measures are also included in the body of the plan.

Persistence Rate: Overall credit student persistence rates (fall to spring) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [CCM 272] ~

	FY 2023 Fall 2022	FY 2024 Fall 2023	FY 2025 Fall 2024	FY 2026 Fall 2025	FY 2027 Benchmark	FY 2031 Benchmark
NIC	74.8%	75.6%	76.7%	Available 12/2026	77.2%	79.5%
NCCBP Peer Group Median	70.9%	72.3%	74.9%	-----		

~ Mission Fulfillment Measure

See also Goal 1: Measure 1.3

Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

Dual Credit Matriculation: NIC Dual Credit students who matriculated at NIC within one year following their high school graduation. [CCM 227]

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	22.7% 2022 High School Graduates	22.5% 2023 High School Graduates	22.2% 2024 High School Graduates	Available 8/2026	25.8%	28.8%

See also Goal 2: Measure 2.1

This measure represents the percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. National Student Clearinghouse results are used to calculate these numbers. Numbers are as of 3/3/2026. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. Benchmark based on improving on three-year average by 1 percentage point per year based on college initiatives.

Percent Completed or Transferred in Two Years: First-time, full-time, degree/certificate-seeking students who completed a degree or certificate, or transferred, within two years as reported to the National Community College Benchmarking Project (NCCBP Form 2). [CCM 273] ~

	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2025 Fall 2023	FY 2026 Fall 2024	FY 2027 Benchmark	FY 2031 Benchmark
NIC	38.5%	34.6%	36.0%	Available 2/2027	36.8%	40.2%
NCCBP Peer Group Median	41.9%	45.8%	48.7%	-----		

~ Mission Fulfillment Measure

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See also Goal 2: Measure 2.3

Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

Internships/Apprenticeships/Clinicals: Number of students enrolled in an internship, apprenticeship or clinical course. [CCM 275]

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	1,189	1,437	1,485	Available 8/2026	1,515	1,640

See also Goal 3: Measure 3.6

This measure aligns with NIC's goal to enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students. Benchmark reflects continued sustainable growth in internships, apprenticeships, and clinical experience opportunities at 2% per year based on college initiatives.

Total Lives Touched: Annual Enrollment at end-of-term for the full reporting year (summer, fall, spring) including Credit, Workforce Training, Area Agency on Aging, Adult Education, and Head Start. Credit students who exclusively audit all courses during the annual year are included in these counts. [CCM 277] ~

	FY 2023 2022-23	FY 2024 2023-24	FY 2025 2024-25	FY 2026 2025-26	FY 2027 Benchmark	FY 2031 Benchmark
Total Lives Touched **	20,840	21,437	23,448	Available 8/2026	23,917	25,888
<u>Credit Students</u>	<u>5,478</u>	<u>5,060</u>	<u>5,722</u>			
Academic	3,170	2,899	3,104			
Dual Credit	1,750	1,650	2,038			
Career & Technical	558	511	580			
<u>Non-Credit</u>	<u>15,362</u>	<u>16,377</u>	<u>17,726</u>			
Workforce Training	4,482	4,641	5,382			
Area Agency on Aging	10,406	11,202	11,806			
Adult Education	248	254	236			
Head Start	226	280	302			

** This measure is based on unduplicated counts within each grouping; however, a small number of students may fall into more than one category over the school year.

~ Mission Fulfillment Measure

See also Goal 4: Measure 4.2

Benchmark reflects continued sustainable growth at 2% per year based on college initiatives.

Departure Rates: Total number of departure occurrences, other than retirement, as a percentage of full-time regular (non-temporary) employees. As reported to the National Community College Benchmarking Project (NCCBP Form 19). [CCM 262] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	18.1%	17.9%	13.6%	Available 11/2026	13.2%	12.6%
NCCBP Peer Group Median	11.4%	9.8%	10.2%	-----		

~ Mission Fulfillment Measure

See also Goal 5: Measure 5.2

Lower percentiles are more desirable for this measure. Benchmark set based on moving to the 75th percentile within five years.

GOAL 1 - STUDENTS

Enhance Student Access and Support Services to Strengthen Student Success

Goal 1 Objectives

- Simplify the admission process and reduce barriers making it easier to enroll.
- Execute effective retention strategies ensuring students are engaged and supported in achieving their educational goals.
- Develop and implement targeted strategies that attract various student populations by promoting the benefits of attending and completing programs.

Goal 1 Performance Measures

- 1.1 **Retention Rate:** Overall credit student retention rates (fall to fall) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [CCM 271] ~

	FY 2023 Fall 2022	FY 2024 Fall 2023	FY 2025 Fall 2024	FY 2026 Fall 2025	FY 2027 Benchmark	FY 2031 Benchmark
NIC	50.6%	53.3%	54.9%	Available 4/2027	55.8%	58.8%
NCCBP Peer Group Median	48.6%	51.2%	51.7%	-----		

~ Mission Fulfillment Measure

Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

- 1.2 **Student Retention:** Student retention rates (fall to fall) for first-time, full-time, degree/certificate-seeking students as reported to IPEDS, Fall Enrollment survey component. [CCM 025] ^

	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2025 Fall 2023	FY 2026 Fall 2024	FY 2027 Benchmark	FY 2031 Benchmark
NIC	59.2%	58.9%	63.3%	63.1%	63.6%	64.6%
IPEDS Peer Group Median	56.3%	59.6%	63.4%	**		

** Peer Group Median not yet available

^ Statewide Performance Measure

Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

- 1.3 **Persistence Rate:** Overall credit student persistence rates (fall to spring) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [CCM 272] ~

	FY 2023 Fall 2022	FY 2024 Fall 2023	FY 2025 Fall 2024	FY 2026 Fall 2025	FY 2027 Benchmark	FY 2031 Benchmark
NIC	74.8%	75.6%	76.7%	Available 12/2026	77.2%	79.5%

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NCCBP Peer Group Median	70.9%	72.3%	74.9%	-----	
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~ Mission Fulfillment Measure

Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

- 1.4 **Student Access:** Annual credit student enrollment and FTE at the end-of-term for the full reporting year (summer, fall, spring) as reported to the Idaho State Board of Education on the PSR-1 Report. Students who exclusively audit all courses during the annual year are excluded, per PSR-1 instructions. [CCM 279] ^

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
Annual Headcount	5,470	5,054	5,710	5,905	5,824	6,304
Annual FTE	2,593	2,386	2,683	2,836	2,737	2,962

^ Statewide Performance Measure

Benchmark reflects continued sustainable growth in annual credit enrollment and FTE at 2% per year based on college initiatives.

- 1.5 **Credit and Non-Credit Annual Enrollment:** Unduplicated annual enrollment of credit and non-credit students. Credit students who exclusively audit all courses during the annual year are included in these counts. [CCM 146/149]

NIC	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
Total Credit + Non-Credit **	9,960	9,701	11,104	Available 8/2026	11,326	12,260
Credit Students						
Academic	3,170	2,899	3,104		3,166	3,427
Dual Credit	1,750	1,650	2,038		2,079	2,250
Career & Technical	558	511	580		592	610
Non-Credit Students						
Workforce Training	4,482	4,641	5,382		5,490	5,942

** This measure is based on unduplicated counts at end-of-term (i.e., credit total is unduplicated and non-credit total is unduplicated); however, an unduplicated count between the two groups is not available at this time. Benchmark reflects continued sustainable growth at 2% per year based on college initiatives.

- 1.6 **Student Affordability:** Annual student tuition & fees for the year based on in-district students taking 15 credits per semester, fall and spring. [CCM 278] ^

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	\$4,245	\$4,245	\$4,245	Available 8/2026	Remain less than WICHE state average	Remain less than WICHE state average
WICHE average without CA	\$4,327	\$4,466	\$4,623	-----		
NIC % of WICHE average	98%	95%	92%	-----		

^ Statewide Performance Measure

Benchmark based on WICHE unweighted average tuition and fees for 2-year institutions excluding CA from Tuition and Fees dashboard. Report can be found at <https://www.wiche.edu/policy-research-/data-resources/tuition-fees/>.

GOAL 2 - PROGRAMS

Provide Streamlined, Flexible Pathways to Success that Empower Students
to Reach their Educational Goals

Goal 2 Objectives

- Design and implement pathways for Transfer and Career Technical Education (CTE) students that increase opportunities, ensuring alignment with business and industry needs, higher education partners, and academic standards.
- Enhance instructional support, including tutoring, advising, and other academic resources tailored to individual learning needs.
- Ensure clarity and transparency by communicating information about educational pathways, expectations, outcomes, and career opportunities to students, empowering them to make informed decisions about their academic journey.
- Develop and strengthen dual credit partnerships by fostering seamless transitions to post-secondary education, ensuring continuity and alignment in educational pathways.

Goal 2 Performance Measures

- 2.1 **Dual Credit Matriculation:** NIC Dual Credit students who matriculated at NIC within one year following their high school graduation. ^[CCM 227]

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	22.7% 2022 High School Graduates	22.5% 2023 High School Graduates	22.2% 2024 High School Graduates	Available 8/2026	25.8%	28.8%

This measure represents the percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. National Student Clearinghouse results are used to calculate these numbers. Numbers are as of 3/3/2026. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. Benchmark based on improving on three-year average by 1 percentage point per year based on college initiatives.

- 2.2 **Student Success:** First-time, full-time, degree/certificate-seeking students who completed their program within 150% of normal time as reported to IPEDS, Graduation Rates survey component. ^{[CCM 196] ~ ^}

	FY 2023 Fall 2020	FY 2024 Fall 2021	FY 2025 Fall 2022	FY 2026 Fall 2023	FY 2027 Benchmark	FY 2031 Benchmark
NIC	35.7%	37.5%	35.6%	Available 12/2026	38.5%	40.0%
IPEDS Peer Group Median	33.8%	33.3%	**	**		

** Peer Group Median not yet available

~ Mission Fulfillment Measure

^ Statewide Performance Measure

Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

- 2.3 Percent Completed or Transferred in Two Years: First-time, full-time, degree/certificate-seeking students who completed a degree or certificate, or transferred, within two years as reported to the National Community College Benchmarking Project (NCCBP Form 2). ^[CCM 273] ~

	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2025 Fall 2023	FY 2026 Fall 2024	FY 2027 Benchmark	FY 2031 Benchmark
NIC	38.5%	34.6%	36.0%	Available 2/2027	36.8%	40.2%
NCCBP Peer Group Median	41.9%	45.8%	48.7%	-----		

~ Mission Fulfillment Measure

Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

GOAL 3 – PARTNERS

Expand and strengthen relationships with business, industry, educational, and community partners

Goal 3 Objectives

- Strengthen community awareness and engagement at all campus sites through regular, strategic communication and collaboration with stakeholders aligning goals and maximizing mutual benefits.
- Strengthen partnerships with the Coeur d' Alene Tribe and other regional tribes by actively engaging in collaborative initiatives that respect and support tribal communities' educational and economic goals.
- Enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students.

Goal 3 Performance Measures

- 3.1 Workforce Training Market Penetration: Percentage of NIC's service area population enrolled annually in non-credit courses as reported to the National Community College Benchmarking Project (NCCBP Form 14a). Headcount is unduplicated. ^[CCM 280] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	1.64%	1.68%	1.92%	Available 11/2026	1.84%	2.08%
NCCBP Peer Group Median	0.92%	0.85%	0.67%	-----		

~ Mission Fulfillment Measure

NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties.

Service area population includes all age groups and is based on most recent census estimates. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

- 3.2 **Cultural Activities Market Penetration:** Community participation in cultural activities held at the institution as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). Cultural Activities participation counts are duplicated and may include, but are not limited to, exhibits, performances, dance, and music activities. Summer Theater rehearsals are not included. [CCM 264] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	14.44%	15.61%	11.54%	Available 11/2026	15.92%	16.40%
NCCBP Peer Group Median	2.60%	3.50%	2.41%	-----		

~ Mission Fulfillment Measure

NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark reflects continued sustainable growth in cultural activities attendance at 1% per year based on college initiatives.

- 3.3 **Sporting Events Market Penetration:** Community participation in intercollegiate sporting events held at the institution as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). [CCM 265] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	7.19%	5.95%	3.19%	Available 11/2026	6.15%	6.45%
NCCBP Peer Group Median	2.72%	1.82%	2.18%	-----		

~ Mission Fulfillment Measure

NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

- 3.4 **Public Meetings Market Penetration:** Community participation in public meetings held at the institution by non-college organizations as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). [CCM 266] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	2.81%	4.87%	3.84%	Available 11/2026	5.55%	6.58%
NCCBP Peer Group Median	4.25%	4.08%	4.15%	-----		

~ Mission Fulfillment Measure

NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

- 3.5 Industry Partners: Number of industry partners in NIC's service area that were established or maintained. [CCM 274]

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	46	39	42	Available 8/2026	43	46

NIC's Service area (also known as region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. This measure aligns with NIC's goal to expand and strengthen relationships with business, industry, educational, and community partners. Benchmark reflects continued sustainable growth in relationships with industry partners at 2% per year based on college initiatives.

- 3.6 Internships/Apprenticeships/Clinicals: Number of students enrolled in an internship, apprenticeship or clinical course. [CCM 275]

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	1,189	1,437	1,485	Available 8/2026	1,515	1,640

This measure aligns with NIC's goal to enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students. Benchmark reflects continued sustainable growth in internships, apprenticeships, and clinical experience opportunities at 2% per year based on college initiatives.

GOAL 4 – SYSTEMS

Create a Unified Educational System Among the College and its Centers

Goal 4 Objectives

- Provide seamless integration of academic programs, resources, and services among the college campus and its centers to ensure a consistent, cohesive, and streamlined educational experience for all students.
- Strengthen information-sharing networks between the main campus and its centers, and marketing to the NIC service region, to develop clear and consistent messaging.

Goal 4 Performance Measures

- 4.1 Region 1 High School Market Share: Enrollment by high school as a percentage of the combined senior classes in that county. [CCM 276] ~

	FY 2023 Fall 2023	FY 2024 Fall 2024	FY 2025 Fall 2025	FY 2026 Fall 2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	12.8%	12.9%	14.2%	Available 1/2027	13.9%	15.4%

~ Mission Fulfillment Measure

Benchmark reflects continued sustainable growth in the percentage of students in Region 1 who attend NIC. Benchmark set to improve market share by county at .5 percentage points per year based on college initiatives.

- 4.2 **Total Lives Touched:** Annual Enrollment at end-of-term for the full reporting year (summer, fall, spring) including Credit, Workforce Training, Area Agency on Aging, Adult Education, and Head Start. Credit students who exclusively audit all courses during the annual year are included in these counts. [CCM 277] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
Total Lives Touched **	20,840	21,437	23,448	Available 8/2026	23,917	25,888
<u>Credit Students</u>	<u>5,478</u>	<u>5,060</u>	<u>5,722</u>			
Academic	3,170	2,899	3,104			
Dual Credit	1,750	1,650	2,038			
Career & Technical	558	511	580			
<u>Non-Credit</u>	<u>15,362</u>	<u>16,377</u>	<u>17,726</u>			
Workforce Training	4,482	4,641	5,382			
Area Agency on Aging	10,406	11,202	11,806			
Adult Education	248	254	236			
Head Start	226	280	302			

** This measure is based on unduplicated counts within each grouping; however, a small number of students may fall into more than one category over the school year.

~ Mission Fulfillment Measure

Benchmark reflects continued sustainable growth at 2% per year based on college initiatives.

GOAL 5 - INFRASTRUCURE

Achieve Organizational Efficiency and Effectiveness by Fostering a Dynamic College Environment that Invests in Employees, Facilities, and Technologies to Support Student Success

Goal 5 Objectives

- Review and update NIC's compensation to ensure competitiveness and alignment with industry standards while incentivizing and encouraging employee development.
- Ensure effective and efficient resource allocation to support strategic plan objectives.
- Align common campus measures to the strategic plan objectives and action plans and improve data reporting capabilities for the college.
- Identify opportunities to modernize campus technology solutions that promote automation, process improvement and integration.
- Ensure campus facilities support and encourage learning and collaboration.
- Expand access to housing and resources by working with community partners to address student needs for affordable housing, transportation, and other essential services and ensure they have the support necessary to succeed.

Goal 5 Performance Measures

- 5.1 Composite Financial Indicator Score: As reported to the National Community College Benchmarking Project (NCCBP Form 22). ^[CCM 169] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	6.47	6.25	5.09	Available 4/2027	6.40	6.63
NCCBP Peer Group Median	6.58	5.97	6.80	-----		

~ Mission Fulfillment Measure

The CFI is a financial measurement of an institution's health and is a blend four core ratios: Primary Reserve Ratio, Net Operating Revenues Ratio, Return on Net Position Ratio and Viability Ratio. The range for CFI is from -4 to 10. A score of 3 or higher represents a relatively strong financial position and indicates that an institution is in a position to direct institutional resources to allow transformation. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

- 5.2 Departure Rates: Total number of departure occurrences, other than retirement, as a percentage of full-time regular (non-temporary) employees. As reported to the National Community College Benchmarking Project (NCCBP Form 19). ^[CCM 262] ~

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	18.1%	17.9%	13.6%	Available 11/2026	13.2%	12.6%
NCCBP Peer Group Median	11.4%	9.8%	10.2%	-----		

~ Mission Fulfillment Measure

Lower percentiles are more desirable for this measure. Benchmark set based on moving to the peer group max within five years.

- 5.3 Year to Year Deferred Maintenance: Dollar amount invested in deferred maintenance projects. The college sets an annual target for the investment of funds for deferred maintenance projects. ^[CCM 171]

	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025	FY 2026 2025-2026	FY 2027 Benchmark	FY 2031 Benchmark
NIC	\$270,539	\$184,700	\$170,357	Available 12/2026	\$231,900	\$231,900

Benchmark set to reflect the current annual budget for deferred maintenance.

Key External Factors

- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

Details of Implementation

The North Idaho College Strategic Plan is a comprehensive document that will guide the institution over the next five years as it fulfills its mission and vision, meeting the needs of its students and community. The Strategic Plan reflects NIC's mission, vision, and values, and provides direction for long-term success. It was developed collaboratively among the many NIC stakeholders and articulates broad, overarching goals for the future.

The Strategic Plan was created after a comprehensive planning process that involved analyzing internal and external data and gathering feedback from diverse groups such as faculty, staff, students, administrators, and community representatives. A dedicated Strategic Planning Steering Committee (SPSC) convened regularly to examine data trends, planning assumptions, stakeholder input, as well as challenges and opportunities for North Idaho College over the next five years.

Medical Education

Combined Strategic Plan — 2027–2031

Consolidated report of Idaho's state-supported health profession education programs

Graduate Medical Education:

- Full Circle Health — Family Medicine residencies (Boise, Caldwell, Magic Valley, Nampa), Pediatrics Residency of Idaho, and eight fellowship programs
- EIRMC Graduate Medical Education (HCA Healthcare/Eastern Idaho Regional Medical Center) — Internal Medicine, Family Medicine, and Psychiatry residencies
- University of Washington Boise Internal Medicine — Internal Medicine residency and Preliminary Year Internship Program
- University of Washington Boise Psychiatry — Psychiatry residency
- University of Utah/Idaho State University Rural Psychiatry Track — Psychiatry residency, including Idaho's only Child Psychiatry training option
- Idaho State University – Family Medicine Residencies in Pocatello, Rexburg and Rupert and four fellowship programs
- Kootenai Medical Center – Family Medicine Coeur d'Alene and two fellowship programs
- Mountain States Institute for GME and Research (MSI)–Saint Alphonsus — Nampa Family Medicine residency (first class July 2025)

Other Medical Education or Health Care Education Programs:

- Idaho Dental Education
- WIMU Veterinary Education
- WWAMI Medical Education
- University of Utah Medical Education

Graduate Medical Education: Mission & Vision Statement

Mission: Idaho's graduate medical education programs train competent, compassionate physicians equipped for full-scope practice, with an emphasis on serving the rural, underserved, and vulnerable communities of Idaho and the surrounding region.

Vision: A healthy, thriving Idaho in which every community has access to high-quality physician care, sustained by a robust in-state physician training pipeline that recruits outstanding trainees, delivers exceptional education, and retains graduates to practice in Idaho.

Program Description

Idaho's state-supported GME system spans six sponsoring institutions delivering residency training in Family Medicine, Internal Medicine, Pediatrics, and Psychiatry, along with fellowship training in Sports Medicine, HIV/Viral Hepatitis, Geriatrics, Obstetrics, Rural Medicine, Primary Care Psychiatry, Faculty Development, Addiction Medicine, and a planned Rural Emergency Medicine fellowship — the first of its kind in Idaho. Training sites stretch across the state, including Boise, Nampa, Caldwell, Jerome, Twin Falls, Idaho Falls, Coeur d'Alene, Pocatello, Rexburg and Rupert with rotations reaching communities such as Sandpoint, Moscow, McCall, Fruitland, and Hailey. Programs emphasize broad-spectrum and rural practice, integrated behavioral health, and service to underserved populations, and they partner with major regional health systems including St. Luke's, Saint Alphonsus, EIRMC, the Boise VA Medical Center,

State Hospital South, Kootenai Medical Center, Portneuf Medical Center and Idaho's Federally Qualified Health Centers.

Goal 1: Grow Idaho's GME Program Capacity

Objective: Idaho's graduate medical education programs seek to attract highly qualified physician trainees to Idaho, and the state is actively working to expand GME program capacity.

Metric: Enrollment across all residency and fellowship programs sponsored by each institution.

Sponsoring Institution	FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	FY27 Target	FY31 Target
Total Residents and Fellows in Idaho GME	178	191	204	216	299	389

The FY27 and FY31 benchmarks reflect each institution's planned expansion.

Goal 2: Increase Residency Fill Rate

Objective: Idaho GME programs compete nationally to attract top physician trainees and fill all available residency and fellowship positions.

Metric: Weighted average of the percentage of approved residency and fellowship positions filled (positions filled ÷ total approved positions), reported by program.

Program — Fill Rate	FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	FY27 Target	FY31 Target
Unweighted Average Fill Rate	95%	96%	97%	96%	98%	100%

Programs set their benchmarks by studying historic trends and setting a reasonable benchmark.

Goal 3: Ensure Educational Quality

Objective: Idaho's graduate medical education programs are committed to producing fully competent physicians, and board certification serves as the primary quality indicator for this commitment.

Metric: The average for specialty board certification pass rate for program graduates

Program — Board Pass Rate	FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	FY27 Target	FY31 Target
Board Pass Rate, Averaged	100%	100%	100%	100%	80%	100%

A pass rate of 80% is the historical floor set by the State Board of Education GME committee, and most Idaho programs sustain first-attempt pass rates at or near 100%.

Goal 4: Increase Idaho Physician Placement (Graduate Retention Rate)

Objective: Idaho's graduate medical education programs are designed with the explicit goal of building and sustaining the state's physician workforce by encouraging trained physicians to practice in Idaho communities upon completion of residency.

Metric: Average percent of program graduates practicing in Idaho within one year of completing training

Program — Idaho Retention	FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	FY27 Target	FY31 Target
48%	48%	50%	52%	49%	50%	54%

Targets reflect the historical benchmarks set by the SBOE GME subcommittee (≥ 30 –40% depending on specialty), with several institutions setting more ambitious internal goals of 50–75%.

Key External Factors

The following factors, identified across institutional submissions, may impact the ability of Idaho's GME programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **Physician shortage and faculty capacity.** Idaho ranks 50th in the nation in physicians per capita. The resulting scarcity of clinical supervisors, subspecialists, and training sites constrains both program growth and educational capacity statewide.
- **National specialty pipeline trends.** The 2026 national Family Medicine match fill rate declined to 83.6%, with 899 positions unfilled — the lowest of any primary care specialty. The number of medical students choosing primary care specialties is beyond program control.
- **Low national interest in certain fellowships.** Nationally, Addiction Medicine drew only 201 applicants for 271 fellowship positions, and roughly half of programs nationwide did not fill. Idaho's fellowship fill targets are constrained accordingly.
- **Compensation, cost of living, and practice environment.** Graduate retention is influenced by Idaho's cost of living, salaries and benefits offered relative to competing states, the availability of loan repayment programs, and the ability to practice full-scope family medicine under Idaho law.
- **Behavioral health system constraints.** Idaho has the fewest psychiatrists per capita in the nation and the lowest per capita state spending on mental health, limiting supervisory capacity and training sites for psychiatry programs.
- **Fellowship out-migration.** A meaningful share of internal medicine graduates pursue subspecialty fellowship training, much of it out of state, which depresses one-year in-state placement rates even when graduates ultimately return to Idaho.
- **New program ramp-up.** New and expanding programs (MSI–Saint Alphonsus, EIRMC Psychiatry, Full Circle Pediatrics, planned Rural Emergency Medicine fellowship) depend on faculty recruitment, preceptor willingness to teach atop clinical duties, and sustained institutional and state support.

Idaho Dental Education Program (Idaho State University)

Vision: The Idaho Dental Education Program envisions an elite educational program, graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Mission: The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. The program provides Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. Graduates will possess the ability to practice today's dentistry and the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

Goal 1: Provide access to quality dental education for qualified Idaho residents

Objective A: Access — Provide dental education opportunities for Idaho residents.

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027 Target	FY2031 Target
Contract for 4-year dental education for at least 8 Idaho residents	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of students enrolled in the program	8	8	8	8	9	9	10

The program has maintained its contracted commitment of four-year dental education for at least 8 Idaho residents in every year of the reporting period, with enrollment growing to 9 students in FY2026.

Benchmarks of 9 students (FY2027) and 10 students (FY2031) are dependent upon state appropriations.

Key External Factors

The following factors, drawn from the individual program plans, may impact the ability of these programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **State appropriations.** The Idaho Dental Education Program's planned enrollment growth to 9 students (FY2027) and 10 students (FY2031) is explicitly dependent upon state appropriations.

Idaho WWAMI Medical Education Program (University of Idaho)

Mission: Idaho WWAMI, housed within the University of Idaho School of Health and Medical Professions (SHAMP) in partnership with the University of Washington School of Medicine (UWSOM), is dedicated to improving the health of Idahoans through high-quality medical education, workforce development, service to rural and underserved communities, and preparation of future physicians to meet the state's healthcare workforce needs.

Vision: Idaho WWAMI will strengthen Idaho's physician workforce by preparing highly competent, ethical, community-focused physicians dedicated to serving Idaho's rural and underserved populations while advancing healthcare access, collaboration, and innovation across the state.

Goal 1: Strengthen Idaho's Physician Workforce Pipeline

Expand educational experiences and training opportunities that encourage Idaho students to pursue medical education and practice in Idaho, particularly in rural and underserved communities.

Objective A: Provide high-quality medical education, rural clinical experiences, and workforce pipeline opportunities through partnerships with UWSOM, Idaho healthcare systems, and community-based clinical training sites.

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027 Target	FY2031 Target
Rural Underserved Opportunities Program (RUOP) placements in Idaho (benchmark: 20 per year)	17	20	22	17	21	20	20

The benchmark of 20 rural training placements following the first year of medical education has been met or nearly met each year of the reporting period; 21 WWAMI students completed a RUOP experience in Idaho during the most recent summer. The FY2027 and FY2031 targets sustain this benchmark.

Key External Factors

The following factors, drawn from the individual program plans, may impact the ability of these programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **Rural clinical site availability.** WWAMI's rural training placements rely on the continued willingness and capacity of Idaho healthcare systems and community-based clinical sites to host students, in a state ranked 50th in physicians per capita.

Idaho WIMU Veterinary Medical Education Program (University of Idaho)

Mission: Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues — through education, research, public service, and outreach — to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Vision: To improve the health and productivity of Idaho's food-producing livestock through training of senior veterinary students in the WIMU program focused on food animal medicine in support of the importance of animal agriculture in Idaho.

Values: Excellence in creative instruction; open communication and innovation; individual and institutional accountability; integrity and ethical conduct; accomplishment through teamwork and partnership; responsiveness and flexibility; and individual and institutional health and happiness.

Pillar 2: Drive Experiential Learning for All Students

Objective B3: Build the systems to deliver 100% student participation in experiential learning.

Performance measure: offer elective rotations in food animal medicine for experiential learning opportunities.

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027 Target	FY2031 Target
Number of elective food animal medicine rotations	13	13	8	12	Available later	10*	8**

* FY2027 capacity is under review following implementation of state budget cuts. ** The FY2031 figure is based on current staffing.

Key External Factors

The following factors, drawn from the individual program plans, may impact the ability of these programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **Budget cuts and staffing.** WIMU's FY2027 rotation capacity is under review following implementation of state budget cuts, and its FY2031 benchmark is based on current staffing levels — both subject to future budget and personnel decisions.

Idaho University of Utah SFESOM Medical Education Program

Mission: Through curated curricula and meaningful multisectoral partnerships focused on addressing Idaho's most critical physician workforce needs, the Spencer Fox Eccles School of Medicine at the University of Utah (SFESOM) prepares physicians equipped to lead and serve in rural and underserved communities across Idaho.

Vision: The SFESOM will improve health outcomes and access to healthcare for all Idahoans.

Goal 1: Strengthen Idaho's physician workforce by preparing and supporting Idaho medical students to pursue careers in primary care and other generalist specialties, including family medicine, pediatrics, internal medicine, obstetrics / gynecology, general surgery, psychiatry, and neurology.

Objectives: A) admit 10 Idaho resident medical students per year (40 total) for a training experience based largely on the Salt Lake City campus of the SFESOM; and B) provide early and consistent exposure to Idaho-based immersive community-engaged learning experiences to guide students on the pathway to a future clinical practice in rural and other medically underserved areas in Idaho in primary care and other high-need fields.

Performance Measure	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027 Target	FY2031 Target
Percentage of Idaho SFESOM Graduates Matching in Primary Care or Other High-Need Specialties	50%	83%	40%	72%	50%	60%	70%

Goal 2: Successfully launch the SFESOM Treasure Valley Regional Campus as a four-year medical school campus in Idaho for up to 30 Idaho resident medical students per year (120 total) beginning in 2028.

Objective: Recruit, admit, and support a cohort of highly qualified Idaho resident applicants through strategic outreach and an outcomes-driven admissions approach that emphasizes students interested in practicing in Idaho following training, with phased enrollment growth toward 120 students across four years of the MD program by 2031.

Performance Measure	FY2028 Target	FY2029 Target	FY2030 Target	FY2031 Target	FY2032 Target	FY2033 Target	FY 2034 Target
Number of Idaho Regional Campus Students	0	30	60	90	120	120	120

Strategic Plan FY2027-FY2031



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MISSION · VISION · VALUES

MISSION	VISION
To support Idaho students, educators, and school leaders with the tools and resources needed to achieve academic excellence through strategic thought, leadership, and policy alignment.	All Idaho students have access to a high-quality education that prepares them for their future with skills and job readiness to become engaged, successful citizens.

VALUES		
Listen with intention. Engage students, educators, school leaders, families, communities, and policymakers with purpose and respect.	Lean into collaboration. Work across programs, schools, agencies, and communities to solve problems and support student success.	Lead with integrity. Make decisions transparently, responsibly, and in alignment with Idaho students and taxpayers.

GOALS

Strategic goals, objectives, performance measures, baselines, and benchmarks

GOAL 1: MODERNIZING EDUCATION FUNDING

Funding schools in a way that better reflects student needs and local realities

WHY IT MATTERS

Modernizing education funding is central to helping Idaho schools meet student needs while reducing pressure on local communities. This goal focuses on updating the K–12 funding formula, better aligning state funding with actual costs, increasing flexibility, and reducing reliance on supplemental levies.

OBJECTIVE

Modernize Idaho’s K–12 funding formula to support student characteristics and classroom needs, increase flexibility in the use of state and federal funds, and reduce gaps between state formula-generated funding and actual school expenditures.

\$100M Special Education Funding Gap in 2025/2026	\$157.5M Supplemental Levies Levied to Taxpayers in 2025	50%+ State Funds Targeted through Weighted Per-Student Formula by FY 2030	0 Current Identified Flexibility Instances in Special Distributions and Federal Funds
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PERFORMANCE MEASURE 1

Modernize the Funding Formula and Reduce Key Funding Gaps

PERFORMANCE MEASURE

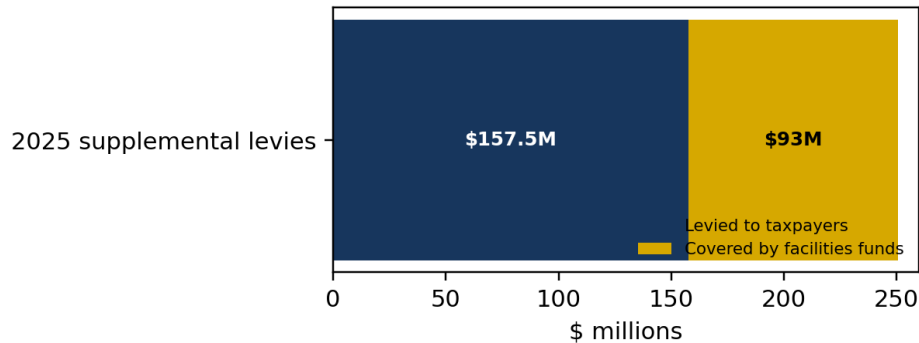
Revise Idaho's 1994 K-12 funding formula to fund schools based on the types of students they serve while reducing the funding shortfall between what school districts and charter schools are spending on supporting student learning and the amount received from state funding.

BASELINES AND BENCHMARKS

The table below organizes the three current baseline/benchmark pairs for this measure:

Focus area	Baseline	Benchmark
Formula Structure	Idaho's existing funding formula for state funding is operations-based and distributed to schools based on support/classroom units, which includes salary-based apportionment with several special categorical distributions.	Incorporate into Idaho's K-12 funding formula a weighted per-student component that directs over 50% of state funds to schools based on student characteristics and needs by FY 2030.
Special Education Gap	Idaho's K-12 funding formula underfunded actual special education costs for districts and public charter schools by \$100 million in SY 2025-2026, which required districts and charter schools to use local operating dollars to cover these costs.	Ensure that the K-12 funding formula update reduces this gap by at least \$75 million by FY 2030.
Supplemental Levies	Idaho voters approved \$250.5 million in supplemental levies for tax year 2025. Idaho's public school districts levied taxpayers for \$157.5 million of this amount. The difference of \$93 million was paid with school district facilities funds distributed per Idaho Code 33-911 instead of being levied to taxpayers.	Reduce the number of supplemental levies pursued by school districts by 25% by FY 2031.

2025 supplemental levy funding split



2025 levy picture

AT A GLANCE

Modernization is about both fairness and flexibility.

This measure updates the structure of the formula, reduces a major special education cost gap, and lowers reliance on local supplemental levies.

PERFORMANCE MEASURE 2

Increase Funding Flexibility for School Districts and Charter Schools

PERFORMANCE MEASURE

Number of instances of increased flexibility language added for special distributions and federal dollars.

BASELINE

There are currently no identified instances of flexibility in special distributions and federal funds for school districts and charter schools.

Funding area	Current baseline	Benchmark
Federal funding provisions	0 identified flexibility instances	Add at least two new instances of flexibility for federal funding provisions by FY 2031.
State funding special distributions	0 identified flexibility instances	Add at least two new instances of flexibility for state funding special distributions by FY 2031.

AT A GLANCE

Local flexibility is currently at zero identified instances.

This measure aims to create at least two new flexibility provisions in both federal and state funding categories by FY 2031.

GOAL 2: IMPROVED STUDENT ACHIEVEMENT

Improving literacy and statewide academic proficiency

WHY IT MATTERS

Student achievement is a core measure of whether Idaho students are gaining the skills they need for future success. This goal focuses on early literacy, statewide English language arts (ELA), statewide mathematics proficiency, and targeted support for schools.

OBJECTIVE

Improve student achievement by increasing K-3 reading proficiency and statewide ELA and mathematics proficiency through targeted instructional support, early literacy initiatives, and school improvement efforts.

65.7%

2023 Idaho Reading Indicator
proficiency

66.5%

2024 Idaho Reading Indicator
proficiency

71.0%

2025 Idaho Reading Indicator
proficiency

PERFORMANCE MEASURE 1 Increase K-3 Reading Proficiency

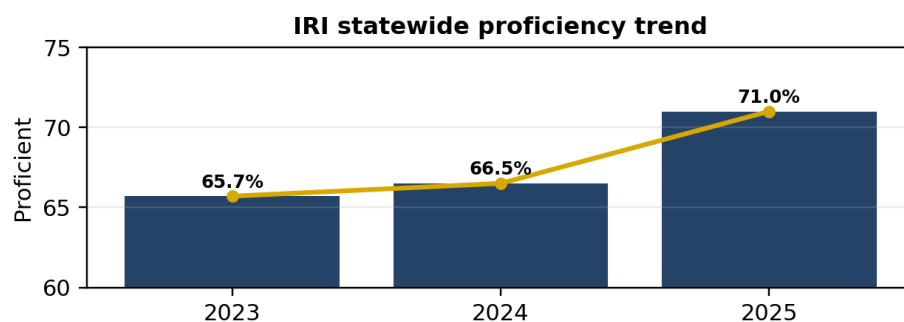
PERFORMANCE MEASURE

Percentage of K-3 students scoring “Proficient” on the Idaho Reading Indicator (IRI).

BASELINE

Because of the change in assessment vendor for the SY 2025/2026 administration of the IRI, a new baseline will be established using spring IRI results. Historical statewide proficiency rates are shown below for context.

IRI year	Statewide proficiency
2023	65.7%
2024	66.5%
2025	71.0%



BENCHMARK

Increase the percentage of K-3 students scoring “Proficient” on the IRI by 2% annually beginning with the 2026/2027 school year to 2031.

AT A GLANCE

Early literacy is the foundation.

Idaho’s IRI proficiency increased from 65.7% in 2023 to 71.0% in 2025. A new baseline will be set using spring 2026 results.

PERFORMANCE MEASURE 2

Increase ELA and Mathematics Proficiency

PERFORMANCE MEASURE

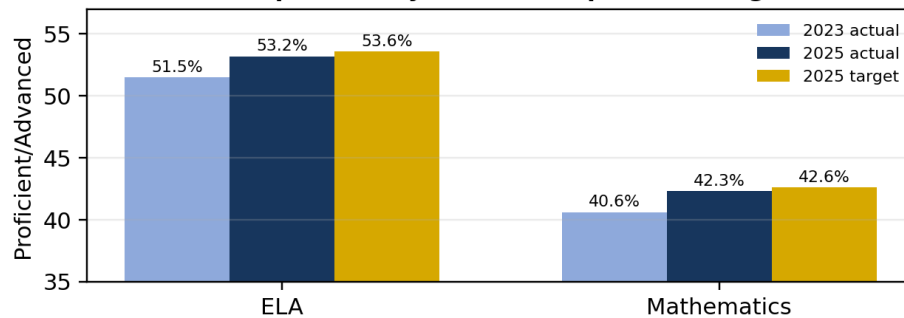
Percentage of students scoring “Proficient” as measured by the Idaho Standards Achievement Test (ISAT).

BASELINE

The baseline includes both school support activity and statewide proficiency rates. The table separates the support structure from the academic results, and the chart compares actual proficiency to the 2025 target.

Baseline area	Data point
Regional Math Centers Support	40 schools supported regularly in 2025/2026
Continuous School Improvement	40 schools identified for CSI in 2025/2026
Spring 2023 ELA Proficiency	51.5%
Spring 2023 Mathematics Proficiency	40.6%
Spring 2025 ELA Actual/Target	53.2% actual / 53.6% target
Spring 2025 mathematics Actual/Target	42.3% actual / 42.6% target

ISAT proficiency: actual compared to target



BENCHMARK

The IDE’s long-term goal for ELA and mathematics is to increase the percentage of students in the “All Students” group scoring “Proficient” or “Advanced” on the ISAT by 10% by 2031.

AT A GLANCE

The statewide target is steady annual growth.

The Idaho Department of Education’s long-term goal is to increase ELA and mathematics proficiency by 10% by 2031.

GOAL 3: POSITION IDAHO TO ATTRACT AND RETAIN EDUCATORS AND LEADERS

Building and supporting Idaho's education workforce

WHY IT MATTERS

Idaho's schools need a strong, stable educator workforce. Recruiting new educators and leaders is only part of the solution. Idaho must also support educators after they enter the profession and provide meaningful training for the school support personnel who help schools operate every day.

OBJECTIVE

Position Idaho to attract and retain educators and leaders by increasing recruitment into the education workforce and expanding access to mentoring, professional development, and support programs for educators and school support personnel.

PERFORMANCE MEASURE 1

Grow Idaho's Educator Workforce

PERFORMANCE MEASURE

Number of new educators entering the Idaho school system annually.

BASELINE

There were 192 educators new to the Idaho school system in SY 2024/2025.

BENCHMARK

Increase new educators entering into the Idaho school system by 2% annually.

AT A GLANCE

192 new educators entered Idaho schools in 2024/2025.

The goal is steady annual growth to strengthen Idaho's educator pipeline.

PERFORMANCE MEASURE 2

Expand Mentoring, Coaching, and Educator Support

PERFORMANCE MEASURE

Number of participants in Idaho Department of Education-provided mentoring, coaching, and support programs annually.

BASELINE

There were 3,440 participants in a Department-supported mentoring, coaching, and support program in SY 2025/2026.

BENCHMARK

Increase participation by 5% annually.

AT A GLANCE

3,440 participants engaged in Department-supported educator supports.

Mentoring and coaching help strengthen retention and effectiveness.

PERFORMANCE MEASURE 3 Train School Support Personnel	AT A GLANCE
PERFORMANCE MEASURE Number of school support personnel (non-educator staff) participating in Department-provided training annually. BASELINE There were 750 school support personnel who participated in SY 2025/2026. BENCHMARK Increase participation by 5% annually.	750 school support personnel participated in Department-provided training. Student success depends on the full school team.
PERFORMANCE MEASURE 4 Prepare Educators for Artificial Intelligence (AI)	AT A GLANCE
PERFORMANCE MEASURE Number of educators completing Department-sponsored AI training programs annually. BASELINE There were 121 educators who completed a Department-sponsored AI training program in FY 2025/2026. BENCHMARK Increase the number of educators completing Department-sponsored AI training programs to 1,800 teachers by the end of SY 2026/2027.	From 121 to 1,800 educators trained in AI. This measure supports responsible and effective use of emerging tools in schools.

GOAL 4: ENSURE STUDENTS ARE CAREER AND LIFE READY

Preparing students for success after high school

WHY IT MATTERS

Idaho students need more than a diploma. They need consistent attendance, strong graduation outcomes, career-connected learning, high-quality advising, civic preparation, and financial and digital literacy to be ready for life after high school.

OBJECTIVE

Improve student preparedness for career and life success through increased attendance, increased graduation rates, and expanded participation in advanced and career-connected learning opportunities.

PERFORMANCE MEASURE 1 Increase Student Attendance	AT A GLANCE												
PERFORMANCE MEASURE Increase attendance rates. BENCHMARK For SY 2024/2025, the attendance rate for all students was 85.4%. BENCHMARK The one-year goal for SY 2026/2027 is an attendance rate of 86.5%. The five-year goal for SY 2030/2031 is an attendance rate of 90% or higher.	Every day counts. Idaho’s attendance rate was 85.4% in SY 2024/2025. The goal is to reach 90% or higher by SY 2030/2031.												
PERFORMANCE MEASURE 2 Increase Graduation Rates	AT A GLANCE												
PERFORMANCE MEASURE Increased graduation rates. BENCHMARK The SY 2023/2024 four-year graduation rate was 82.3% and the five-year SY 2023/2024 graduation rate was 83.1%. BENCHMARK By SY 2030/2031, increase the graduation rate for both four-year and five-year cohorts to 85%.	The diploma target: 85% by SY 2030/2031. Idaho is working to increase both four-year and five-year graduation rates.												
PERFORMANCE MEASURE 3 Expand Advanced Opportunities and Career-Connected Learning	AT A GLANCE												
PERFORMANCE MEASURE Percentage of students using Advanced Opportunities funding who accessed dual credit courses aligned with the General Education Matriculation (GEM) Framework, career pathway courses, or workforce certificates. BENCHMARK AND BENCHMARK <table><tr><th>Area</th><th>Baseline</th><th>Benchmark</th></tr><tr><td>Dual credit aligned to the GEM Framework</td><td>47.83%</td><td>Increase by 4% by SY 2030/2031</td></tr><tr><td>Career Technical Education (CTE) courses and/or workforce training certificates</td><td>17.68%</td><td>Increase by 5% by SY 2030/2031</td></tr><tr><td>Advanced Placement (AP)/International Baccalaureate (IB) exams</td><td>14.29%</td><td>Increase by 2% by SY 2030/2031</td></tr></table>	Area	Baseline	Benchmark	Dual credit aligned to the GEM Framework	47.83%	Increase by 4% by SY 2030/2031	Career Technical Education (CTE) courses and/or workforce training certificates	17.68%	Increase by 5% by SY 2030/2031	Advanced Placement (AP)/International Baccalaureate (IB) exams	14.29%	Increase by 2% by SY 2030/2031	Advanced Opportunities funding connects students to college and career pathways. Students use funding for dual credit, CTE, workforce certificates, and AP/IB exams.
Area	Baseline	Benchmark											
Dual credit aligned to the GEM Framework	47.83%	Increase by 4% by SY 2030/2031											
Career Technical Education (CTE) courses and/or workforce training certificates	17.68%	Increase by 5% by SY 2030/2031											
Advanced Placement (AP)/International Baccalaureate (IB) exams	14.29%	Increase by 2% by SY 2030/2031											

PERFORMANCE MEASURE 4 Build Career, Financial, and Digital Readiness		AT A GLANCE												
PERFORMANCE MEASURE Number of students completing a career exploration course by the end of grade 8 with a “C” grade or higher, a secondary financial literacy course by the end of grade 12 with a “C” grade or higher, and a secondary digital literacy course by the end of grade 12 with a “C” grade or higher. BASELINE AND BENCHMARK <table><tr><th>Area</th><th>Baseline</th><th>Benchmark</th></tr><tr><td>Career exploration by end of grade 8</td><td>8,227 students</td><td>Increase by 5% by SY 2030/2031</td></tr><tr><td>Secondary financial literacy by end of grade 12</td><td>2,541 students</td><td>Increase by 5% by SY 2030/2031</td></tr><tr><td>Secondary digital literacy by end of grade 12</td><td>Baseline will be established in the 2025/2026 school year</td><td>Increase by 5% by SY 2030/2031</td></tr></table>		Area	Baseline	Benchmark	Career exploration by end of grade 8	8,227 students	Increase by 5% by SY 2030/2031	Secondary financial literacy by end of grade 12	2,541 students	Increase by 5% by SY 2030/2031	Secondary digital literacy by end of grade 12	Baseline will be established in the 2025/2026 school year	Increase by 5% by SY 2030/2031	Life-ready skills start before graduation. Career exploration, financial literacy, and digital literacy prepare students for life beyond high school.
Area	Baseline	Benchmark												
Career exploration by end of grade 8	8,227 students	Increase by 5% by SY 2030/2031												
Secondary financial literacy by end of grade 12	2,541 students	Increase by 5% by SY 2030/2031												
Secondary digital literacy by end of grade 12	Baseline will be established in the 2025/2026 school year	Increase by 5% by SY 2030/2031												
PERFORMANCE MEASURE 5 Strengthen Career Pathway Planning		AT A GLANCE												
PERFORMANCE MEASURE Percentage of school districts that have completed and publicly posted a Career Pathway Plan aligned to state requirements. BASELINE The baseline data will be established in SY2026/2027. BENCHMARK Increase by 5% annually through SY 2030/2031.		Clear pathways help students see what comes next. Career Pathway Plans connect coursework, advising, and future opportunities.												
PERFORMANCE MEASURE 6 Expand College and Career Advising		AT A GLANCE												
PERFORMANCE MEASURE Number of designated college and career advisors/coordinators to support career pathway implementation and student advising. BASELINE For SY 2024/2025, there were 58 designated college and career advisor/coordinators. BENCHMARK Increase by 5% annually through SY 2030/2031.		58 designated advisors/coordinators supported college and career readiness in SY 2024/2025. The goal is continued annual growth so more students receive guidance.												

PERFORMANCE MEASURE 7 Promote Civic Readiness	AT A GLANCE
PERFORMANCE MEASURE Number of public high schools submitting at least one approved student candidate for the Idaho Seal of Excellence in Civics annually. BASELINE Because the Idaho Seal of Excellence in Civics has not been fully implemented statewide, the baseline data will be established during SY 2025/2026 implementation year. BENCHMARK At least 25 high schools participate, reporting at least one student earning the seal by the end of SY 2025/2026. Participation will increase by 5% annually through 2031.	Civic readiness is part of life readiness. The Idaho Seal of Excellence in Civics recognizes informed and engaged citizens.

EXTERNAL FACTORS Conditions that may influence implementation, funding, and outcomes	
ECONOMIC CONDITIONS POTENTIAL IMPACT: FUNDING, WORKFORCE, LOCAL RESOURCES State revenue, school funding levels, workforce availability, and district or charter school capacity can affect operational and staffing needs.	STUDENT DEMOGRAPHICS POTENTIAL IMPACT: PROGRAM DESIGN AND TARGETED SUPPORT Population growth, geographic shifts, and changing student support needs require adaptable programs and responsive educational supports.
DECENTRALIZED EDUCATION SYSTEM POTENTIAL IMPACT: IMPLEMENTATION CONSISTENCY AND LOCAL CAPACITY Idaho's 116 school districts and 82 public charter schools create variability in local priorities, capacity, and implementation practices.	LEGISLATIVE ACTIONS POTENTIAL IMPACT: POLICY, ACCOUNTABILITY, AND FUNDING DIRECTION State and federal legislative decisions influence education policy, program priorities, accountability requirements, and available resources.
STAKEHOLDER ENGAGEMENT POTENTIAL IMPACT: PRIORITIES AND PRACTICAL IMPLEMENTATION Educators, administrators, families, community partners, and policymakers provide feedback that shapes program design and statewide priorities.	CONSTITUENT EXPECTATIONS POTENTIAL IMPACT: PUBLIC TRUST AND SERVICE DELIVERY The expectations and needs of Idaho constituents continue to shape policy decisions, educational priorities, and the delivery of services statewide.
AT A GLANCE	External factors do not change the Department's goals. Instead, they help explain the environment in which the goals will be implemented and why flexibility, local capacity, stakeholder engagement, and legislative alignment matter.



We prepare Idaho's youth and adults for high-skill, in-demand careers.

Strategic Plan

FY2027—FY2031

Agency overview

Our mission

We connect learners with hands-on education and training to prepare them for in-demand careers and high-quality jobs that strengthen our state's workforce.

Our vision is to be:

- A premier opportunity for youth and adults to gain real-world, workforce-ready skills.
- A bridge linking classrooms, communities, and industries across Idaho.
- A seamless talent pipeline that meets Idaho's workforce and economic needs.
- A champion for opportunity and access to high-skill, in-demand careers.

Guiding principles

Principle	Definition
Alignment	All education and training systems—from middle school career exploration to adult workforce training—operate as a coordinated, seamless, and easy-to-access pathway.
Attainment	Idaho increases completion of high-value career technical education (CTE) credentials, degrees, and industry certifications by expanding access to industry-aligned programs in high-demand sectors.
Readiness	Learners complete their program prepared for employment through rigorous technical training, work-based learning, and meaningful employer partnerships.
Efficiency	Programs deliver strong returns on investment.
Fiduciary responsibility	Financial oversight and resource allocation reflect the interests of Idaho's taxpayers, the Idaho Division of Career Technical Education's (IDCTE) statutory authority, and the Idaho State Board of Education's (SBOE) policy.
Local governance	Solutions respect local districts, colleges, and employer needs while advancing statewide priorities.

Goal 1: Build a fully aligned education-to-workforce system

Unify education and workforce systems into a single, employer-driven talent pipeline that spans middle school through adult workforce training, with a special emphasis on upskilling and reskilling as technology and workforce demands evolve.

Objective A: Align CTE programs to industry standards and ensure program quality

Performance measure I: Percent of secondary programs reviewed annually and revalidated to meet current industry standards.

Benchmark FY27 **Benchmark FY31**

20% 20%

Benchmark based on revalidating program standards at least once every five years. Adoption of new technology may necessitate more frequent revalidation, depending on the significance of its impact on industry standards.

Performance measure II: Percent of technical college programs aligned with Idaho high-need occupational areas.

Benchmark FY27 **Benchmark FY31**

>95% >95%

High-need is defined using the Idaho LAUNCH in-demand careers matrix. Benchmarks reflect our mission to meet Idaho's workforce needs, while recognizing that labor market demands may shift faster than program updates.

Performance measure III: Number of distinct secondary programs reviewed and/or visited for program quality.

Benchmark FY27 **Benchmark FY31**

200 300

FY27 benchmark determined by averaging baseline data from FY23 and FY24; FY31 benchmark reflects a 50% increase over five years (average 10% per year).

Objective B: Ensure all local education agencies (LEAs) can offer CTE pathway programs

Performance measure I: Percent of eligible LEAs that offered a CTE course or program.

Benchmark FY27 **Benchmark FY31**

Cluster: 62% Cluster: 65%
Pathway: 62% Pathway: 65%

Eligible LEAs include school districts or public charter schools serving grades 7-12. Benchmarks apply a non-linear growth rate over the FY22-FY24 baseline.

Performance measure II: Increase in rural CTE pathway program availability (pathway programs offered, dual credit participation, and work-based learning [WBL] options).

Benchmark FY27 **Benchmark FY31**

TBD—pending
baseline data 20% increase

Baseline to be established in FY27 using rural LEA designation. FY31 benchmark reflects a 20% increase over baseline.

Goal 2: Increase educational attainment through high-value CTE programs

Increase the number of Idaho residents who earn credentials that lead directly to employment in critical sectors through program expansion, educator pipeline development and support for adult learners.

Objective A: Expand high-demand CTE programs

Performance measure I: New or expanded high-demand programs approved and operating by FY2031.

Benchmark FY27	Benchmark FY31
TBD—pending baseline data	25

Contingent on funding stability.

Objective B: Increase CTE credential and degree attainment

Performance measure I: Percent of postsecondary concentrators who earned a recognized credential.

Benchmark FY27	Benchmark FY31
42.9%	TBD

Postsecondary concentrators are students enrolled in a CTE program who have earned at least 12 credits or completed a program encompassing fewer than 12 credits. FY27 benchmark based on the federal Perkins state-determined performance level. FY31 benchmark unavailable due to federal timeline.

Performance measure II: Percent of CTE capstone graduates who earned the Workforce Readiness and Career Technical Education Diploma.

Benchmark FY27	Benchmark FY31
85%	90%

Numbers reported by LEAs; may include duplicate students enrolled in multiple pathways. Benchmarks based on a non-linear growth model using trends from FY22-FY24.

Performance measure III: Increase in postsecondary credentials issued by Idaho technical colleges.

Benchmark FY27	Benchmark FY31
TBD—pending baseline data	20% increase

Baseline to be established using FY26 data.

Objective C: Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency

Performance measure I: Percent of Adult Education students who attain a recognized secondary or postsecondary credential.

Benchmark FY27	Benchmark FY31
25%	35%

A recognized credential means an industry credential that an employer requires or gives preference for entry into a job. Preliminary benchmarks; future benchmarks will be based on trend data.

Performance measure II: Percent of GED® completers who passed the GED.

Benchmark FY27	Benchmark FY31
85%	90%

GED completers are students who completed all four GED subtests. Benchmarks are based on exceeding the national GED pass rate.

Performance measure III: Number of Integrated Education and Training (IET) completers.

Benchmark FY27	Benchmark FY31
150	200

IET completers are individuals who enroll in a course that delivers adult education, workplace preparation, and workforce training concurrently and contextually, and, upon completion, attain an industry-recognized certificate or pass an industry-related exam. Preliminary benchmarks; future benchmarks will be based on trend data following the methodology change.

Objective D: Support implementation of Workforce Pell Grant eligibility in collaboration with SBOE and the Idaho Workforce Development Council (WDC)

Performance measure I: Interagency policy framework for Workforce Pell Grant eligibility developed and submitted to SBOE for adoption.

Benchmark FY27	Benchmark FY31
Framework submitted	Fully adopted

IDCTE will coordinate with SBOE and WDC to develop eligibility criteria, audit standards, and articulation frameworks consistent with federal Workforce Pell requirements. FY27 benchmark: framework submitted. FY31 benchmark: framework fully adopted and operational. Progress is contingent on federal rulemaking and SBOE policy action.

Objective E: Strengthen the CTE educator workforce

Performance measure I: Percent of instructors with Limited Occupational Specialist certificates who earned their Standard Occupational Specialist renewable certificate within three years (by cohort year).

Benchmark FY27	Benchmark FY31
Sec: 70% Post: 70%	Sec: 85% Post: 85%

Preliminary benchmarks; future benchmarks will be based on trend data.

Performance measure II: Percent of secondary CTE instructional staff who remained teaching in Idaho.

Benchmark FY27	Benchmark FY31
1-Yr: 86%	1-Yr: 90%
2-Yr: 76%	2-Yr: 80%
3-Yr: 68%	3-Yr: 72%

Data sourced from ISEE. Two-year and three-year retention rates based on consecutive years of employment. Benchmarks based on a 1% annual increase over the FY22–24 average baseline.

Goal 3: Strengthen workforce readiness through work-based learning and employer partnerships

Scale work-based learning, grow apprenticeship pathways, deepen employer integration and support learners in successfully transitioning to employment or further education.

Objective A: CTE students will successfully transition from secondary to postsecondary education and the workplace

Performance measure I: Number of students who participated in WBL or individualized occupational training courses in an approved program.

Benchmark FY27	Benchmark FY31
2,584	2,630

Benchmarks based on a non-linear growth model using trends from FY22–24.

Performance measure II: Percent of secondary concentrators who went on to postsecondary education (go-on rate).

Benchmark FY27	Benchmark FY31
35%	40%

Data sourced from the National Student Clearinghouse. Preliminary benchmarks; future benchmarks will be based on trend data following the methodology change.

Performance measure III: Percent of postsecondary program completers who were positively placed.

Benchmark FY27	Benchmark FY31
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80.7%	TBD
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A postsecondary program completer is a CTE student who received a certificate or degree defined in Board Policy III.E. Positive placement includes continued postsecondary education, advanced training, military service, a service program, or employment. Data sourced from student survey responses and the National Student Clearinghouse. FY27 benchmark based on the federal Perkins state-determined performance level; FY31 benchmark unavailable due to federal timeline.

Performance measure IV: Percent of secondary capstone students who passed the program Technical Skills Assessment.

Benchmark FY27	Benchmark FY31
74.0%	TBD

FY27 benchmark based on the federal Perkins state-determined performance level; FY31 benchmark unavailable due to federal timeline.

Performance measure V: Number of career technical student organization-affiliated students.

Benchmark FY27	Benchmark FY31
13,366	14,639

Benchmarks based on applying a linear growth model of 2.5%.

Objective B: Expand employer partnerships

Performance measure I: Increase in documented program-level employer partnerships.

Benchmark FY27	Benchmark FY31
TBD—baseline data	50% increase

Baseline to be established in FY27 using program-level partnership documentation. FY31 benchmark reflects a 50% increase over baseline.

Key external factors

Achieving the goals of this plan requires candid acknowledgment of the conditions that could slow or prevent progress. The following risks are assessed as of April 2026 and will be reviewed at each annual planning cycle. Mitigation strategies are embedded in the comprehensive implementation roadmap.

Risk	Likelihood	Impact	Action
Federal funding uncertainty for WIOA or adjacent workforce programs	High	High	Build state funding case independent of federal programs; accelerate Perkins compliance to protect core allocation; diversify revenue through employer co-investment and grant development. Additional effort for adult literacy and basic education, as well as workforce training, is needed. These two areas receive the least amount of state support.
Limited IDCTE staffing and program capacity	Moderate–High	High	Demonstrate ROI through public dashboards; build legislative champions using employer and student

			data; prioritize staff capacity in highest-impact functions.
CTE educator retention rate fails to improve, constraining program expansion	Moderate	High	Accelerate the industry-to-educator pathway.
Cross-agency data integration delays, preventing unified reporting	Moderate–High	Moderate	Establish a shared data governance agreement and a data-sharing agreement in Year 1; identify a specific technical lead at each agency; build toward integration incrementally rather than all at once.
AI and technology disruption outpace curriculum update cycles	High	Moderate	Integrate AI literacy baseline across all pathways by 2028.
Employer partnership engagement is uneven across regions	Moderate	Moderate	Increased support for technical advisory committees; increased support and training at the LEA on how to engage and recruit industry partners.

Evaluation process

Objectives will be reviewed at least annually, and more frequently if data is available. The IDCTE leadership team and CTE Advisory Council will review the data for alignment with objectives and assess progress toward benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative process to support the agency's goals and objectives.



Idaho Division of Vocational Rehabilitation (IDVR)

Strategic Plan

SFY 2027-2031

Content and Format

The Strategic Plan (Plan) is divided into two primary sections describing the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR): Vocational Rehabilitation (VR) and the Council for the Deaf and Hard of Hearing (CDHH). Each program independently outlines specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals.

The IDVR Strategic Plan for SFY 2027–2031 reflects goals, objectives, and performance measures aligned with IDVR’s established operating environment and ongoing focus on financial stewardship, service efficiency, and operational excellence. Updated performance measures support informed decision making and sustained service delivery while maintaining compliance with federal and state requirements. IDVR continues to work with the Rehabilitation Services Administration (RSA) on approval of updated policies and procedures and will deliver associated staff training upon receipt of formal approval. The goals and performance measures within this plan are designed to support optimal service delivery, maintain compliance, and inform decision making within this operating environment.

Performance benchmarks included in this Strategic Plan were established using a combination of historical agency performance, federally negotiated targets with RSA, statutory compliance requirements, and guidance from oversight entities such as the State Rehabilitation Council (SRC). Where baseline data are not yet available, benchmarks reflect implementation expectations and will be refined once new data are reported. Benchmarks are intended to represent achievable performance targets while maintaining compliance with federal and state requirements and supporting continuous improvement.

Alignment with Idaho State Board of Education

IDVR aligns with the Idaho State Board of Education’s strategic priorities by supporting workforce readiness and employment outcomes for individuals with disabilities, particularly students and transition-age youth. IDVR’s services contribute to the development of skills, credentials, and work experiences that support successful entry into competitive integrated employment.

Through Pre-Employment Transition Services (Pre-ETS), IDVR provides eligible students with career exploration, work-based learning experiences, job readiness training, and counseling on post-secondary and employment options. These activities support informed career decision making and preparation for employment, consistent with the Board’s emphasis on workforce preparation. IDVR’s Strategic Plan emphasizes responsible financial stewardship, service efficiency, and compliant service delivery to ensure sustainable access to vocational rehabilitation services. Performance measures related to credential attainment, measurable skill gains, and employment outcomes reflect IDVR’s role in supporting workforce participation, while recognizing that IDVR’s primary function is employment focused service delivery rather than education system oversight.

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation**Goal 1: Enhance Financial Stewardship and Compliance****Objective 1.1: Improve Internal Controls**

Meet federal requirements for financial accountability and reporting accuracy.

Strategies:

- Implement required actions under Idaho Division of Vocational Rehabilitation's (IDVR's) corrective action plan related to high-risk grantee designation.

Performance Measure 1.1.1: Percent of new financial controls established and functioning as intended, as measured by required financial reports (RSA-17) submitted and accepted on time, by State Fiscal Year (SFY).

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
New Measure	New Measure	New Measure	0%	Available July 2026	100%	100%

Relation to Goal: Reinforces financial accountability and supports sustained compliance under Goal 1.

Note: IDVR continues to work with Rehabilitation Services Administration (RSA) on approval for policy and accurate and timely RSA 17 reporting.

Objective 1.2: Ensure Compliance with Pre-Employment Transition Services (Pre-ETS) Requirements

Mitigate the risk of noncompliance with federal requirement to spend at least 15% of federal VR funds on Pre-ETS while supporting effective and appropriate services for students.

Strategies:

- Monitor Pre-ETS expenditures throughout the fiscal year to ensure compliance with federal spending requirements.
- Review Pre-ETS service delivery to support both compliance and effectiveness.
- Collaborate with the Idaho Competitive Integrated Employment (ICIE) Center as a part of the Idaho Pathways to Partnership grant to optimize services.

Performance Measure 1.2.1: Percentage of total VR expenditures allocated to Pre-Employment Transition Services in the applicable Federal Fiscal Year (FFY).

FFY 2022	FFY 2023	FFY 2024	FFY 2025	FFY 2026	Benchmark	
					FFY 2027	FFY 2031
New Measure	New Measure	11.8%	In Progress	In Progress	≥15%	≥15%

Relation to Goal: Compliance with federal Pre-ETS spending requirement supports Goal 1 by ensuring responsible grant management and adherence to federal fiscal mandates.

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Note: Pre-ETS expenditure data is based on federal financial reporting. FFY 2025 expenditures are still in progress and will be finalized upon completion of the reporting period. Data for FFY 2026 will be available following submission of the final RSA-17 report.

Objective 1.3: Track and report federally negotiated Primary Performance Indicators (PPIs) to demonstrate service effectiveness, compliance with federal requirements, and progress toward employment outcomes for individuals with disabilities.

Strategies:

- Monitor and review PPI data quarterly to ensure progress toward negotiated targets.
- Implement targeted interventions to improve performance on indicators lagging benchmarks.
- Incorporate PPI performance review into staff training, supervision, and continuous improvement processes.

Performance Measures 1.3.1: The following core PPIs are measured and reported annually to RSA.

Performance Measure	SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
						SFY 2027	SFY 2031
1. <i>Employment Rate – 2nd Qtr after Exit</i>	63.2%	65.2%	64.5%	61.73%	Available July 2026	61.60%	*TBD
2. <i>Employment Rate – 4th Qtr after Exit</i>	57.3%	62.7%	61.1%	60.92%	Available July 2026	60.60%	*TBD
3. <i>Median Earnings – 2nd Qtr after Exit (per quarter)</i>	\$4,456	\$4,944	\$5,380	\$5,789	Available July 2026	\$6,300	*TBD
4. <i>Credential Attainment</i>	56.9%	61.1%	59.7%	56.2%	Available July 2026	56.80%	*TBD
5. <i>Measurable Skill Gains</i>	58.6%	57.1%	58.9%	69.27%	Available July 2026	61.20%	*TBD

Relation to Goal: Demonstrates effectiveness and quality of VR service delivery tied to compliance, stewardship, and employment outcomes, advancing Goal 1.

*Benchmarks are negotiated with RSA in alignment with the Combined State Plan cycle.

Goal 2: Optimize Service Delivery and Program Efficiency

Objective 2.1: Manage Order of Selection (OOS) and Resources to Maintain Program Efficiency

Ensure efficient and compliant service delivery through effective management of OOS and allowable use of program resources.

Strategies:

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- Refine service prioritization to ensure all services meet federal Allowable, Documented, Reasonable, Allocable, and Necessary (ADLAN) requirements.
- Conduct regular review and analysis of average case costs for participants and case progress.
- Develop and deliver training on a purchase of service policy to reinforce allowable service use and alignment with program goals.

Performance Measure 2.1.1: Average case cost is reviewed on a quarterly basis and documented for fiscal forecasting purposes.

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
New Measure	New Measure	New Measure	New Measure	Available July 2026	Yes	Yes

Relation to Goal: Strengthens cost awareness to inform fiscal forecasting and resource allocation decisions, supporting efficient service delivery under Order of Selection in alignment with Goal 2.

Objective 2.2: Enhance Employer Partnerships

Expand employer collaboration to opportunities for Work Based Learning Experiences (WBLE) and increase placements for successful employment outcomes.

Strategies:

- Develop targeted outreach programs to engage employers in conducting WBLEs and hiring individuals with disabilities.
- Offer education and training to support employers about providing reasonable accommodations for persons with disabilities.
- Establish measurable goals for employer engagement and track progress.

Performance Measure 2.2.1: Percentage of multiple contacts within a year for Idaho employers.

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
New Measure	New Measure	30%	45%	Available July 2026	45%	60%

Relation to Goal: Strengthens employer relationships by increasing ongoing engagement and repeat contact with business partners, supporting sustained collaboration and effective service delivery in support of Goal 2.

Goal 3: Strengthen Internal Training Development to Support Staff Retention

Objective 3.1: Improve Staff Readiness Through Training on Policies, Fiscal Requirements, and Internal Controls

Equip IDVR staff with the knowledge and tools necessary to deliver services consistently and in compliance with federal and state requirements by implementing comprehensive training on RSA

approved policies, corrective action requirements, fiscal stewardship, and internal controls.

Strategies:

- Develop and deliver training on RSA approved policies and procedures, including those related to fiscal management, grant compliance, corrective action requirements, and internal controls.
- Ensure all staff receive training following RSA approval of updated policies and procedures.
- Strengthen staff understanding of allowable expenditures, documentation standards, and period of performance requirements to support compliant service delivery.
- Track training completion and reinforce key requirements through supervision and ongoing quality assurance reviews.

Performance Measure 3.1.1 Percentage of IDVR staff who complete required training on RSA approved policies, procedures, corrective action requirements, and internal controls.

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
New Measure	New Measure	New Measure	New Measure	Available July 2026	100%	100%

Relation to Goal: This measure supports Goal 3 by ensuring staff readiness to implement compliant and efficient service delivery.

Note: Training is delivered following RSA approval of updated policies and procedures.

Goal 4: Improve Community Rehabilitation Program (CRP) Collaboration

Objective 4.1: Evaluate and Implement CRP Service Rates

Ensure rate structures sustain quality services while maintaining fiscal control and promoting better quality service.

Strategies:

- Conduct a comprehensive analysis of current CRP rates and service costs.
- Implement rate adjustments that reflect assessed service costs while maintaining fiscal responsibility.

Performance Measure 4.1.1: Percentage of core VR plan CRP services operating under contract.

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
New Measure	New Measure	New Measure	0%	Available July 2026	100%	100%

Relation to Goal: Ensures quality, cost-effective service delivery to IDVR participants by improving CRP engagement and sustainability, supporting Goal 4.

Note: Implementation of CRP contracts is contingent upon RSA approval of contracts and rate structures.

Objective 4.2: Strengthen CRP Documentation, Referral Processes, and Service Quality

Ensure effective collaboration between IDVR staff and CRP partners through appropriate referral practices and ongoing monitoring for quality and compliance.

Strategies:

- Strengthen IDVR and CRP documentation to ensure clarity on referral expectations and service delivery compliance.
- Provide training for IDVR staff on CRP services to ensure appropriate referrals based on service needs.
- Monitor authorization utilization to ensure an appropriate level of individualized services.
- Work with the State Rehabilitation Council (SRC) to design and implement satisfaction surveys for participants with open IDVR cases.

Performance Measure 4.2.1: Participant Satisfaction at Closure with at least one associated CRP Service on a formal VR plan.

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
84.90%	77.76%	87.33%	70.83%	Available July 2026	90%	95%

Relation to Goal: Measures participant satisfaction as a direct outcome of improved CRP service quality and engagement under Goal 4.

Goal 5: Strengthen Fiscal Forecasting and Risk Management

Objective 5.1: Implement a Comprehensive Quality Assurance and Compliance Review Process

Ensure sound financial management by shifting from static risk tracking to real-time Quality Assurance (QA) reviews for risk identification aligned with grant requirements.

Strategies:

- Develop a QA and compliance methodology for ongoing review to ensure compliance with grant requirements.
- Leverage QA and compliance reviews to identify fiscal, operational, and programmatic risks in real time.
- Integrate QA and compliance findings into leadership-level fiscal and operational decision making to support timely risk management.
- Establish and document roles and responsibilities for risk identification, escalation, and corrective action.

Performance Measure 5.1: Document and track outcomes of QA and compliance reviews.

5.1.1 Percentage of compliance with Agency policy based on quarterly QA and compliance review findings.

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
New Measure	New Measure	New Measure	New Measure	Available July 2026	90%	95%

Relation to Goal: Embeds real-time risk identification into agency processes through QA and compliance review.

Role of CDHH

The Council for the Deaf and Hard of Hearing (CDHH) is an independent agency. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social interaction opportunities for persons who are deaf or hard of hearing.

1. **Objective:** Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

Benchmark: 2 or more new brochures or information packets created each fiscal year.

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
59 Library Loans	70 Library Loans	50 Library Loans	20 Library Loans	20 Library Loans	40 Library Loans	80 Library Loans
40 pkgs of info	80 pkgs of info	33 pkgs of info	15 pkgs of info	55 pkgs of info	30 pkgs of info	60 pkgs of info
166 FB posts	169 FB posts	2,136 FB posts	2,400 Social Media posts	250 Social Media Posts	2,600 Social Media posts	2,600 FB posts
11,340 clear masks & paper masks distributed	14,578 people reached	29 IG posts	19,382 people reached	26,000 people reached	19,700 people reached	27,000 people Reached
					300 IG posts	30,000 People reached

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. **Objective:** Continue to increase awareness.

Performance Measure 2.1: Deliver presentations and training to various groups through education and social media.

Benchmark: 49 or more presentations delivered each fiscal year

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
51	49	62	54	25	54	70

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. **Objective:** Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating

(such as Department of Corrections and Health and Welfare).

Benchmark: Total interactions received each fiscal year

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
48	50	44	55	50	57	60

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. **Objective:** The Council's office will provide the network. Performance

Measure 4.1: Track when information is provided.

Benchmark: Total calls received each fiscal year

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
7,173 calls	5,299 calls/text 12,155 emails	15,417 calls/text 29,380 emails	12,200 calls/text 34,000 emails	10,000 calls/text 22,500 emails	Track	Track

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.

1. **Objective:** The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs

Benchmark: Meet goal each fiscal year

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
Met	Met	Met	Met	Met	Meet goal	Meet goal

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. **Objective:** The Council will make available copies of policies concerning deaf and hard-of-hearing issues.

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Performance Measure 6.1: Materials that are distributed about public policies

Benchmark: Meet goals each fiscal year

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
Met	Met	Met	Met	Met	Meet goal	Meet goal

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. **Objective:** The Council will be the “go to” agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

Benchmark: Total complaints each fiscal year

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
160 ADA Issues	155 ADA Issues	184 ADA Issues	204 ADA Issues	148 ADA Issues	Track Issues	Track Issues

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. **Objective:** The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed

Benchmark: Complete each fiscal year

SFY 2022	SFY 2023	SFY 2024	SFY 2025	SFY 2026	Benchmark	
					SFY 2027	SFY 2031
Completed	Completed	Completed	Completed	Completed	Pending	Pending

External Factors Impacting Goal Achievement

IDVR's ability to achieve its strategic goals is influenced by several external factors beyond the agency's direct control. These factors may affect program operations, fiscal management, and service delivery outcomes:

- IDVR relies heavily on federal funding, which is subject to federal appropriations, grant conditions, and oversight requirements. Changes in funding levels, federal policy, or grant conditions may impact service capacity and fiscal planning.
- IDVR's implementation of corrective actions and policy updates is dependent on review and approval timelines established by RSA. Delays in federal approval may affect the timing of training, implementation of internal controls, and availability of performance data.
- Statewide and regional labor market trends, including workforce shortages, wage variability, and employer hiring practices, influence employment outcomes and opportunities for individuals with disabilities.
- IDVR's success in achieving employment and work-based learning outcomes depends on the willingness and capacity of employers to engage in partnerships, provide accommodations, and offer competitive integrated employment opportunities.
- Legislative intent language, budget constraints, and policy direction may influence allowable spending, service prioritization, and resource allocation, including requirements related to Pre-Employment Transition Services (Pre-ETS).

Evaluation Process

The IDVR Strategic Plan is reviewed on an annual basis through the Idaho State Board of Education's Planning, Policy, and Governmental Affairs Committee. This review includes consideration of agency performance measures and outcomes reported to the Board, including those presented during the October performance reporting cycle.

Based on this review, changes to goals, objectives, performance measures, or benchmarks may be brought forward to the State Board of Education for consideration in future meetings. This ongoing evaluation process supports continuous improvement and ensures the Strategic Plan remains aligned with statutory requirements, federal oversight expectations, and the agency's operating environment.



FY 2027-2031 STRATEGIC PLAN

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE GOAL 1: EDUCATIONAL READINESS (student-centered)

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

IdahoPTV Objective:

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:

I. Number of educational outreach and training events for teachers, students and parents.¹

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
135	97	164	238		160	200

II. Average number per month during the school year of local users utilizing PBS learning media.²

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
7,567	7,059	8,356	6,705*		7,500	8,500

*In FY 2025, a change in PBS reporting methods resulted in data being unverifiable and unreported for July – October 2024.

SBoE Goal 2: EDUCATIONAL ACCESS

Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 16

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.³

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2023)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
46	46	46	46		46	46

II. Percentage of Idaho's population within our signal coverage area.⁴

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
98.9%	98.9%	98.9%	98.9%		98.9%	98.9%

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational, civic and community institutions.⁵

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
68	129	153	154		105	130

Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.⁶

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
857,687	880,086	679,477	1,116,397		1,000,000	1,100,000

II. Number of visitors to IdahoPTV/PBS video player.⁷

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
1,900,128	1,925,505	1,548,261	920,421*		1,300,000	1,300,000

*In FY 2025, a change in PBS reporting methods resulted in data being unverifiable and unreported for July – October 2024.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 16

III. Number of alternative delivery platforms and applications on which our content is delivered.⁸

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
14	15	18	20		21	21

Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.⁹

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
23,835	23,228	24,379	25,437		23,000	23,000

Objective E: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.¹⁰

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
11,876	11,628	12,245	12,394		12,000	12,000

Objective F: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.¹¹

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
1,592	1,552	1,104	1,985		1,200	1,350

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.¹²

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
67	73	68	82		55	60

Objective H: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies and PBS programming, underwriting and membership policies.¹³

FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	FY25 (2024- 2025)	FY26 (2025- 2026)	Benchmark	
					FY27	FY31
Yes	Yes	Yes	Yes		Yes	Yes

KEY EXTERNAL FACTORS

Funding – As outlined in the Legislative Budget Book, Idaho Public Television has two functional areas: (1) a statewide delivery system; and (2) content creation and acquisition. The General Fund supports the maintenance and administration of the statewide delivery system, which delivers educational, governmental, informational, emergency information, and cultural content via a statewide infrastructure that reaches 98.8% of Idaho households. The delivery system also feeds cable, satellite, and internet-attached devices. Idaho Public Television's funding depends upon a combination of State General Funds; Federal grants; and private donations from individuals, corporations and foundations. The Federal Rescission Act of 2025 forced the shutdown of the Corporation for Public Broadcasting (CPB), a private non-profit, that received its revenue from Congress. This funding amounted to approximately 25% of our continuously appropriated fund. This loss of funding did not affect our General Fund appropriation use. We continue to use these funds as intended by the Governor and Idaho Legislature. At times, we have had access to some Federal grants focused on public media and public safety. We have not had success in receiving recent Federal grants for various reasons.

These sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. Historically the largest portion of funding for Idaho Public Television comes from voluntary private contributions.

Idaho Public Television ranks among the top third of PBS stations nationwide in donor retention and engagement, reflecting strong community support across the state. In 2025 IdahoPTV received donations from 3,578 new donors, with an average gift of \$167. Growth was driven not only by new supporters, but by deeper engagement evidenced by a 49% increase in donors giving multiple gifts and a 62% increase in revenue from returning supporters, demonstrating both expanding reach and sustained commitment from Idahoans. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets. Our FY 2024 Idaho Permanent Building Fund Advisory Council projects to replace aging transmitters and antennas at four of five hilltops adjacent to large population areas around the state are now complete. The cost of the project did not allow for enough funds to upgrade our system of translators, which service very rural and small areas of population. We will look to cost savings in our General Fund allocation, additional capital replacement funding, and possible Federal grants to do this work. Our system is not only important for educating our viewers but also keeping them informed of weather, AMBER, and other emergencies in their areas. We are an important part of the Idaho Military Division's focus on public safety. IdahoPTV is part of the Governor's Emergency Operations plan and is instrumental in several Emergency Support Functions.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy have the distinct potential to impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those departments, policies and regulations could impact operations.

With the 2025 Administration change, the FCC has signaled a possible new way of interpreting FCC rules and regulations, including underwriting.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices and platforms (smartphones, smart TVs, social media, etc.), in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and where viewers want to access them. Because of these new viewing platforms, the ability of public television stations to raise private contributions and other revenue continues to be a significant challenge.

Television Standard – A new television broadcast standard, ATSC 3.0, is still being rolled out in different markets around the U.S. This new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. As of this writing, adoption of this new standard is still voluntary. We do not know if it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. A competitive grant from FEMA for upgrading old technology to new ATSC 3.0 technology, which has better emergency alerting systems, has been made available but may be in question due to changes at FEMA. It is currently paused.

Political Environment – Public television in Idaho has seen continued support in the Idaho House and Senate. As referenced above, we continue to message our connection to the Idaho Military Division, including Idaho Office of Emergency Management, as well as our ability to broadcast local and national news and local information in an emergency, as a solid reason for state general fund support.

Aging Equipment and Public Safety – Much of the equipment in our statewide broadcast network has been depreciated, and the expected lifespan has been surpassed. A long-range plan and funding strategy have been developed, and we are looking at avenues in state government, private and federal grants, as well as other private funds to support capital replacement. IdahoPTV is working closely with the Idaho Military Division-Public Safety Communications to ensure that digital microwave connectivity for our signal and that of first responders is available. We work with Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in emergency communication, an area of mutual interest. This effort seeks to leverage best practices and technological advances to ensure that within their shared service areas, the public is provided with vital emergency information and crisis related communication such as: providing live broadcast and media pool coverage of disaster related events; transmission of mandatory national alerts via the Emergency Alert System, including geo-targeted AMBER Alerts, weather and emergency information distributed to all broadcast markets in the state; the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA), which are currently delivered using PBS' Warning, Alert and Response Network (WARN) and IdahoPTV's infrastructure.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives (OSBE), an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks industry trends. OSBE members are represented on the policy teams for our national organizations, including PBS, America's Public Television Stations, and National Educational Telecommunications Association.

We have a statewide advisory Friends board, currently 28 directors and 16 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. We prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues. We are also required to submit to the FCC and public all sponsors that appear on our air.

IdahoPTV continues to do qualitative and quantitative research on existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and develop metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits, and communications plans. We have also used surveys and other analytical tools to look at what our education department is doing for Idaho communities and how people see our work. We see this as a way to better understand and serve all Idahoans on all platforms.

-
1. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 2. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies. Translators are low-power transmitters which are commonly used to extend the reach of broadcast signal into rural areas.
 4. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
 5. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
 7. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
 8. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
- Alternative delivery methods are defined by Internet delivered content through apps, hardware and websites and include platforms such as YouTubeTV, Hulu Live, Amazon Prime, PBS app, etc. Alternate methods change from time to time but are generally seen as expanding our reach.
9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 11. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 12. Benchmark is based on industry standard combined with desired level of achievement.
 13. Benchmark is based on industry standard of best practices.



Strategic Plan FY 2027- FY 2031

Idaho Public Charter School Commission

514 W Jefferson St Ste. 303

Boise, Idaho 83702

Phone: (208)332-1561

Alan Reed, Chairman

Rachel Burk, Director

Part I. Agency Overview

Agency Description

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizer responsible for the authorization, oversight, and accountability of public charter schools pursuant to Idaho Code Title 33, Chapter 52.

The IPCSC is governed by seven appointed commissioners and supported by five staff responsible for executing authorizing, oversight, and performance monitoring functions.

Core Functions

- Charter school authorization and renewal
- Performance oversight (academic, financial, operational)
- Compliance monitoring with applicable laws and performance certificates
- Portfolio management and risk mitigation
- Stakeholder communication and support

Mission

We authorize and support Idaho's public charter schools to ensure every student has access to excellent, accountable, and innovative education that strengthens our state's future.

Vision

Our vision is to be:

- A trusted authorizer that protects learners and taxpayer investment through accountability.
- A steward of innovation that expands high-quality public education options.
- A reliable partner for school leaders, elected officials, and communities.
- A safeguard ensuring charter schools operate legally, transparently, and effectively.

Values

Accountability

We take responsibility for our actions and outcomes, demonstrating integrity, professionalism, efficiency, and consistency in serving Idaho's learners, partners, and communities.

Collaboration

We build strong connections through partnership, trust, and shared purpose, engaging multiple perspectives to solve problems and advance education and training across Idaho.

Service

We meet the needs of every learner with care, responsiveness, and commitment, ensuring access, support, and opportunity that strengthen Idaho's education and workforce systems.

Part II. Performance Measures

Summary

Goal 1: Strengthen IPCSC Policy Governance

Ensure all IPCSC policies remain current, legally compliant, and aligned with agency operations.

Objectives

1. Review and align all IPCSC policies with current Idaho Code, applicable regulations, and agency practices by FY 2029.
2. Utilize the IPCSC Policy Committee to conduct periodic policy reviews and recommend revisions as needed.
3. Establish a regular policy review cycle to ensure policies remain current and effective.

Performance Measures and Targets

- Percentage of IPCSC policies aligned with current law and agency operations
 - Target: 100% annually
 - Rationale: Legally compliant and up-to-date policies promote effective governance, operational consistency, and statutory compliance.
 - Methodology: Policies will be reviewed against current Idaho Code and agency operations to determine alignment.

Goal 2: Ensure Consistent and Rigorous Oversight of Charter Schools

Strengthen implementation of the Academic, Operational, and Financial Performance Frameworks.

Objectives

1. Apply all framework components consistently across all schools annually.
2. Conduct annual internal audits of framework implementation.

Performance Measures and Targets

- Percentage of staff trained in all frameworks
 - Target: 100% annually
 - Rationale: Ensures consistent application
 - Methodology: Set as a full coverage expectation to ensure all staff can apply each framework consistently across the portfolio.
- Internal audit compliance rate
 - Target: 100% annually
 - Rationale: Validates oversight integrity
 - Methodology: Established as a quality assurance benchmark to ensure all oversight processes are implemented as designed.

Goal 3: Promote Financial Stability and Risk Mitigation

Ensure charter schools demonstrate fiscal health and sustainability.

Objectives

1. Implement standardized financial review processes across all schools.
2. Identify and monitor financially at-risk schools annually.

Performance Measures and Targets

- Percentage of schools receiving annual financial review
 - Target: 100% annually
 - Rationale: Required for oversight
 - Methodology: Based on statutory and oversight responsibilities requiring annual financial monitoring of all authorized schools.
- Percentage of identified at-risk schools receiving intervention
 - Target: 100% annually

- Rationale: Risk mitigation priority
- Methodology: Established as a risk mitigation standard to ensure all identified financial concerns are addressed.

Goal 4: Strengthen Charter School Support and Capacity

Objectives

1. Identify schools in need of additional support annually.
2. Maintain a database of external partners to provide technical assistance.

Performance Measures and Targets

- Number of schools receiving targeted support
 - Target: ≥ 5 annually
 - Rationale: Based on current capacity
 - Methodology: Based on current staffing capacity and historical levels of need across the portfolio.
- Percentage of identified schools receiving support
 - Target: 100% annually
 - Rationale: Ensures follow-through
 - Methodology: Set as a service delivery expectation to ensure all identified needs are addressed.
- Percentage of supported schools reporting improved capacity
 - Target: $\geq 80\%$ annually
 - Rationale: Measures effectiveness
 - Methodology: Based on a realistic improvement benchmark reflecting expected impact of targeted support, informed by prior engagement outcomes and annual report data.

Goal 5: Improve School Performance and Student Outcomes

Objectives

1. Increase the percentage of schools that participate in IPCSC annual report data review and follow-up discussions annually.
2. Promote the use of annual report findings to support continuous improvement in academic, operational, and financial performance.

Performance Measures and Targets

- Percentage of schools meeting or exceeding framework standards
 - Target: Increase by at least 2 percentage points annually from the FY 2026 baseline through FY 2031.
 - Rationale: Continuous improvement in school performance is a primary indicator of portfolio quality and the effectiveness of IPCSC oversight and support.
 - Methodology: The annual target was established using historical portfolio performance trends and reflects a realistic rate of improvement given the IPCSC's role as an authorizer rather than an operator. Progress will be measured against the percentage of schools meeting or exceeding framework standards reported in the FY 2026 Annual Report.

Key External Factors

Several factors outside the IPCSC's control may influence its ability to achieve the goals and objectives outlined in this strategic plan. These external factors may affect school performance, operational capacity, regulatory requirements, and the availability of information used to evaluate progress and inform decision-making.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 12-13, 2026

ATTACHMENT 17

Changes to state and federal laws, administrative rules, and education policies may require modifications to authorizing practices, oversight processes, and accountability requirements. State funding levels and broader economic conditions may affect the financial stability of charter schools and the resources available to support effective school operations.

Changes in charter school enrollment, student demographics, and educational delivery models, including virtual, blended, and alternative learning environments, may influence school performance, demand for charter school options, and the complexity of portfolio oversight. The capacity and effectiveness of school leaders, governing boards, and operators also play a significant role in school performance outcomes and may affect the level of support or intervention required by the IPCSC.

Additionally, changes to statewide accountability systems, assessment methodologies, data collection processes, and the availability or quality of performance data may affect the IPCSC's ability to consistently measure, evaluate, and report school performance. The IPCSC will monitor these external factors and adjust its oversight, resource allocation, and strategic priorities as appropriate.

Part III: Monitoring and Accountability

Evaluation

The IPCSC will evaluate the successes and challenges of progress toward objectives at least once throughout the year. The IPCSC is committed to annual evaluation of its strategic plan and measurable goals.

Compliance Alignment:

This plan meets all strategic planning requirements under Idaho Code §67-1901–1905 and DFM guidance, including measurable objectives, timelines, and review processes.

IDAHO DEPARTMENT OF EDUCATION
AUGUST 12-13, 2026

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT’S K-12 UPDATE	Information Item
2	MATHEMATICS INSTRUCTIONAL GUIDE	Information Item
3	PRAXIS STEPS MODULAR ASSESSMENT	Action Item
4	2026 CURRICULAR MATERIALS REVIEW	Action Item

IDAHO DEPARTMENT OF EDUCATION
AUGUST 12-13, 2026

SUBJECT

Superintendent's K-12 Update

BACKGROUND

Idaho State Board of Education bylaws establish the Superintendent of Public Instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and by Idaho Code or as established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023.

PROPOSAL

Superintendent Critchfield will update the State Board of Education on the following priorities moving forward:

- K-12 Funding Formula Work
- FY 2028 Budget Request
- Legislative Implementation Update

IMPACT

Any proposals related to the Superintendent's priorities will be brought to the Board following appropriate Board and legislative processes as necessary.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

This item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-125, § 33-125A, § 33-127
Board Policy I. Bylaws, Section E.4

SUBJECT

Mathematics Instructional Guide

BACKGROUND

In February 2024, the Board supported the Math Work Group's priority recommendation to develop an Idaho Comprehensive Mathematics Plan (ICMP). In October 2024, the Comprehensive Math Plan Work Group was established to complete the work, with Board Member Cindy Siddoway as Chair and Dr. Linda Clark (Board President at the time) as an additional member. The group also included representatives from the Office of the State Board of Education, Idaho Department of Education (Department), Regional Math Centers, institutions of higher education, district and school leaders, classroom educators, and mathematics experts from across Idaho.

While the ICMP was being developed to provide a vision and direction for improving K-12 math outcomes, the work group identified the need to create a second document to provide educators with clear guidance regarding evidence-based mathematics instruction. When the work group split into subgroups, approximately one third of the members were assigned to groups to begin work on the Idaho Mathematics Instructional Guide.

After the completion of the ICMP, Board and Department staff recognized that the existing work group did not have the capacity to complete the Mathematics Instructional Guide. The Department contracted math expert Joleigh Honey to edit and expand the draft document produced by the work group, with Department staff providing project support. Stakeholders, including the original work group, were given several opportunities to provide feedback on drafts of the document before it was finalized.

PROPOSAL

The Idaho Mathematics Instructional Guide supports implementation of the Idaho Mathematics Initiative by providing in-depth descriptions of how evidence-based math instructional practices are applied in the field. The guide complements the Idaho Comprehensive Mathematics Plan by focusing specifically on how educators can support mathematical learning in their classrooms.

The content of the Idaho Mathematics Instructional Guide includes:

- Guidance to support educators in implementing the instructional practices outlined in the Idaho Mathematics Instructional Framework
- Detailed descriptions and examples of evidence-based teaching practices
- Information to guide schools and educators in implementing tiered systems of support within mathematics instruction to ensure students' needs for intervention and expansion are met
- Recommendations for supporting all types of learners, including gifted students and those with specific learning disabilities
- A summary of research related to mathematics teaching and learning

IDAHO DEPARTMENT OF EDUCATION
AUGUST 12-13, 2026

The Mathematics Instructional Guide is intended to serve as a statewide instructional resource for educators and will establish a common vision for effective mathematics instruction across Idaho's public schools. It provides districts and educators with a consistent, research-based resource to support improved student outcomes.

IMPACT

The Mathematics Instructional Guide does not require Board approval and is not a document incorporated by reference. It is intended as guidance for local education agencies, school leaders, instructional coaches, and classroom educators.

The Department has adopted the Mathematics Instructional Guide and will be distributing it to districts and schools. Professional development provided by the Department and the Regional Math Centers will be aligned to the guide beginning with the 2026-2027 school year. There is no fiscal impact associated with use of this guidance document beyond existing Department resources.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Mathematics Instructional Guide was developed through a collaborative process that included Department and Board staff. It is a complementary and essential implementation resource supporting the Board's previously adopted Idaho Comprehensive Mathematics Plan and advances the statewide vision to improve mathematics achievement for all Idaho students.

Board staff is supportive of the Department's development and distribution of the Idaho Mathematics Instructional Guide.

ATTACHMENTS

Attachment 1 – 2026 Idaho Mathematics Instructional Guide

BOARD ACTION

This item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-1627

REFERENCE

February 2024

Board received and reviewed the 2023 Math Work Group Report, including the priority recommendation to develop an Idaho Comprehensive Mathematics Plan.

April 2026

Board approved the Idaho Comprehensive Mathematics Plan.

Mathematics Instructional Guide

Kindergarten through
12th Grade

June 2026



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With special thanks to Joleigh Honey, National Math Consultant and co-founder of Math for the Future, who refined the work and intentions of many subgroups. While this document reflects the work of diverse educators across our state, Joleigh facilitated the work of clearly communicating Idaho's vision for excellence in mathematics instruction.

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Special Consideration for the Mathematics Instructional Guide

This instructional guide has been developed in alignment with the principles that will be reflected in the forthcoming Idaho Tiered System of Supports (ITSS) Framework. Once the ITSS Framework is released, this guide should be considered a companion resource that supports mathematics instruction within the broader statewide framework.

Section 1: Idaho Mathematics Initiative

Overview: Idaho Mathematics Initiative

The *Idaho Mathematics Initiative* was established in 2008 in recognition that “mathematical skills are increasingly important to the future academic and career success of students,” and that improvements in mathematical outcomes are necessary to meet the needs of Idaho’s economy (Idaho Code, Section 33-1627). The Mathematics Initiative aims to expand and modernize mathematics with a renewed focus on a single goal: creating systems and supports to ensure all Idaho students receive high-quality mathematics instruction and develop mathematical thinking and proficiency that empowers their future success. The Mathematics Initiative’s success will be evidenced by continued growth in meeting the following performance targets:

- The [Idaho Consolidated State Plan](#) long-term academic achievement goals for Mathematics (Idaho Standards Achievement Test- ISAT); and
- the [State Board of Education’s Strategic Plan](#) Performance Measures for Mathematics.

To support the success of *Idaho’s Mathematics Initiative*, the State Board of Education and Idaho Department of Education have identified specific guidance documents and frameworks that are foundational to this work. The *Idaho Comprehensive Mathematics Plan* (CMP) and this document, the *Idaho Mathematics Instructional Guide* (MIG), are designed to set a vision and direction for the Idaho Mathematics Initiative. These two guidance documents are complementary and intended to build alignment across our efforts to improve mathematics instruction and student outcomes. Additionally, the third forthcoming guidance document within the initiative is the *Idaho Tiered System of Support Framework and Toolkit*. This document will provide guidance on building a continuum of tiered support in mathematics and other subjects. Table 1.1 shows the distinct purpose and intended audience for each document.

TABLE 1.1 GUIDANCE DOCUMENTS FOR THE IDAHO MATHEMATICS INITIATIVE

Document	Audience(s)	Focus	Purpose
Idaho Comprehensive Mathematics Plan (CMP)	All stakeholders: policymakers, state agencies, districts, schools, classrooms, parents/guardians, students, and the community	Policy & Systems	Align state, district, and local efforts in support of Idaho’s Mathematics Initiative. Updated every five years. Sets clear expectations.

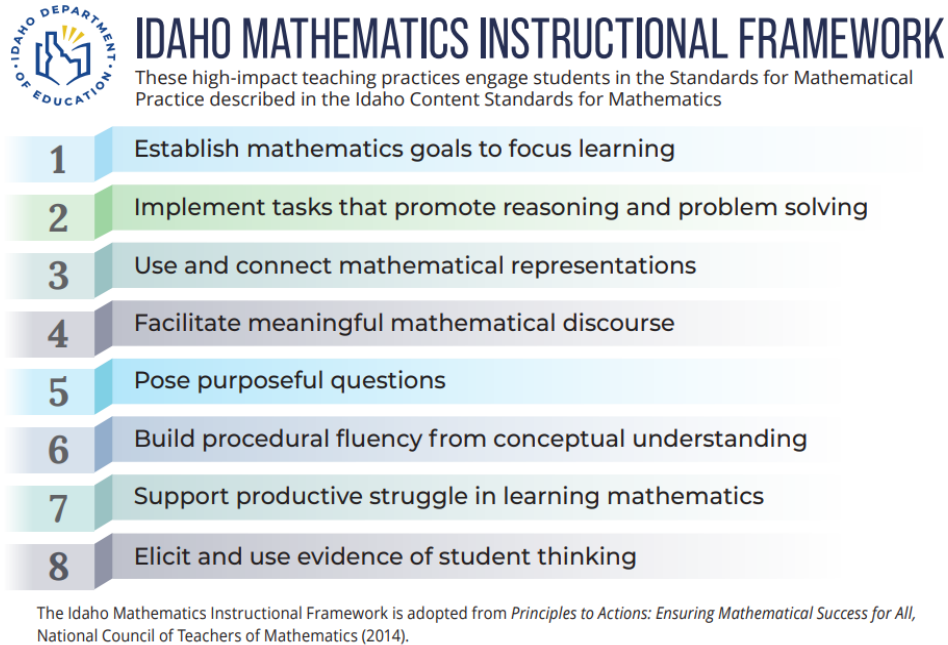
Document	Audience(s)	Focus	Purpose
Idaho Mathematics Instructional Guide (MIG) (this document)	Educators: District and school leaders, instructional coaches, classroom teachers, and paraprofessionals	School-level Instruction & Interventions	Provide clear guidance on the state's expectations for high-quality mathematics instruction, intervention, and extension.
Idaho Tiered System of Supports (ITSS) Framework and Toolkit	Educators: district and school leaders, instructional coaches, classroom teachers	School-level Instruction & Interventions	Provide common understanding and vocabulary across all content areas and behavior for building a tiered system of supports in a school or district.

Within these guidance documents are foundational frameworks that provide clarity on how each contributes to the overarching plan for increasing student achievement in mathematics in Idaho. Together, these documents and frameworks are designed to achieve the goals identified by the *Idaho Mathematics Initiative*. The following includes short descriptions of the frameworks, with more details of each framework existing within the aligned guidance documents.

Idaho Mathematics Instructional Framework

The *Idaho Mathematics Instructional Framework* (MIF) outlines the evidence-based teaching practices educators use that support students in developing mathematical thinking and proficiency (Figure 1.1). Effective core instruction occurs when planning and implementing a content standards-aligned curriculum happens in conjunction with the eight teaching practices from the MIF.

FIGURE 1.1 IDAHO MATHEMATICS INSTRUCTIONAL FRAMEWORK

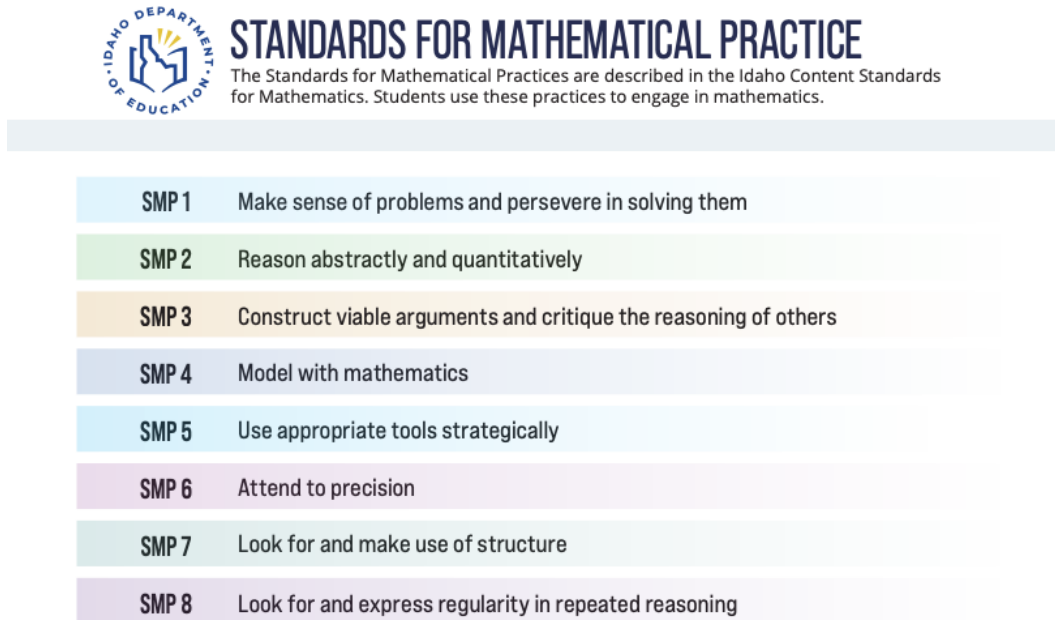


Idaho Standards for Mathematical Practice for Students

While the MIF addresses teacher moves via instruction, the *Idaho Standards for Mathematical Practice for Students* (SMP) (Figure 1.2) describe the eight habits of mind and actions students engage in as they develop deep understandings of mathematical concepts.¹ The SMPs describe the “doing” part of mathematics as a discipline as opposed to “knowing” content. These are the mental processes that occur when people are *math-ing*. The SMPs provide common language across all grade levels to emphasize that these habits of mind are used to develop students' lifelong experience as *doers* of mathematics, while the content standards are specific to the grade level/course content knowledge students should master. The five mathematical proficiencies mentioned in Idaho’s Comprehensive Math Plan and described in Section 5 of this document are infused within the Standards for Mathematical Practice (SMP). The SMPs are what *students* do when teachers implement the MIF. An educator's goal is to get students engaging in these practices; teachers use their grade-level content as a vehicle to make it happen.

¹ NCTM 2024

FIGURE 1.2 STANDARDS FOR MATHEMATICAL PRACTICE



The SMPs complement the content standards across K-12, with student implementation of the SMPs increasing as they grow in mathematical maturity. The SMPs are aligned to the Elaborations for the SMPs are provided in the *Idaho Content Standards for Mathematics*.

Idaho Tiered System of Supports (ITSS)

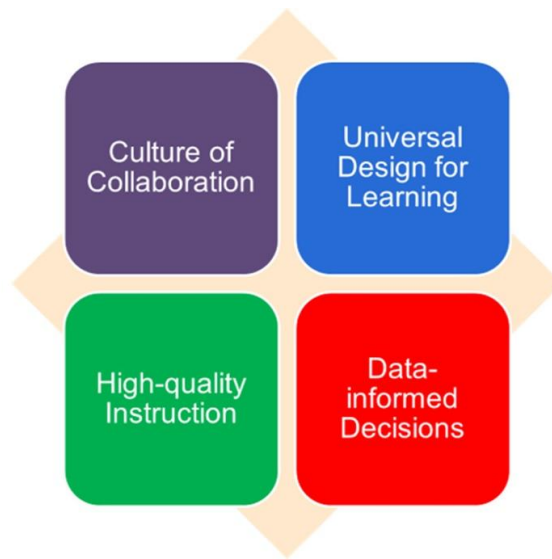
The forthcoming Idaho Tiered System of Supports (ITSS) Framework will provide a statewide structure to support Local Education Agencies (LEAs) in designing, implementing, and sustaining a comprehensive system that provides students with the necessary support they need to achieve at high levels. ITSS combines Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and other evidence-based strategies to meet the needs of Idaho students. This framework will reflect Idaho's commitment to ensuring that all students, regardless of background, ability, or starting point, are provided access to high-quality instruction and timely, evidence-based support to reach grade-level standards and beyond.

The ITSS Framework will provide a structure for Idaho LEAs to implement MTSS. Figure 1.3 illustrates the four components of the framework:

- Culture of Collaboration - Leadership structures and professional learning communities that ensure shared ownership of student success.

- Universal Design for Learning - Core instruction designed to provide access to grade-level standards for all learners.
- High-quality Instruction - A seamless continuum of academic, behavioral, and well-being supports across all tiers.
- Data-informed Decisions - Systematic use of multiple data sources, including screening, formative, diagnostic, and progress monitoring data to guide instruction and intervention.

FIGURE 1.3: IDAHO TIERED SUPPORTS FRAMEWORK



Overview: Idaho Mathematics Instructional Guide

The remaining sections of this document provide guidance and resources to support the implementation of the *Idaho Mathematics Initiative* across classrooms, schools, and districts. The following sections expand on the instructional practices, systems, and research that support high-quality mathematics teaching and learning for all students in Idaho.

The remaining sections include:

- **Section 2 – Idaho Mathematics Instructional Framework**

Introduces Idaho’s Mathematics Instructional Framework (MIF), which outlines eight research-based teaching practices that support students in developing mathematical thinking and proficiency. The framework emphasizes the use of standards-aligned curriculum and

instructional strategies grounded in research from the National Council of Teachers of Mathematics (NCTM).

- **Section 3 – Tiered System of Supports in Mathematics**

Explains the role of high-quality mathematics instruction within a Multi-Tiered System of Supports (MTSS). The section describes how effective instruction, combined with a culture of collaboration, universal design for learning, data-informed decisions, and a continuum of tiered supports, helps ensure all students can access and succeed in grade-level mathematics.

- **Section 4 – Supporting All Learners**

Provides additional guidance and resources for educators to support groups of students with unique characteristics. The section highlights considerations and strategies for ensuring all learners have access to meaningful mathematics instruction.

- **Section 5 – Research in Mathematics**

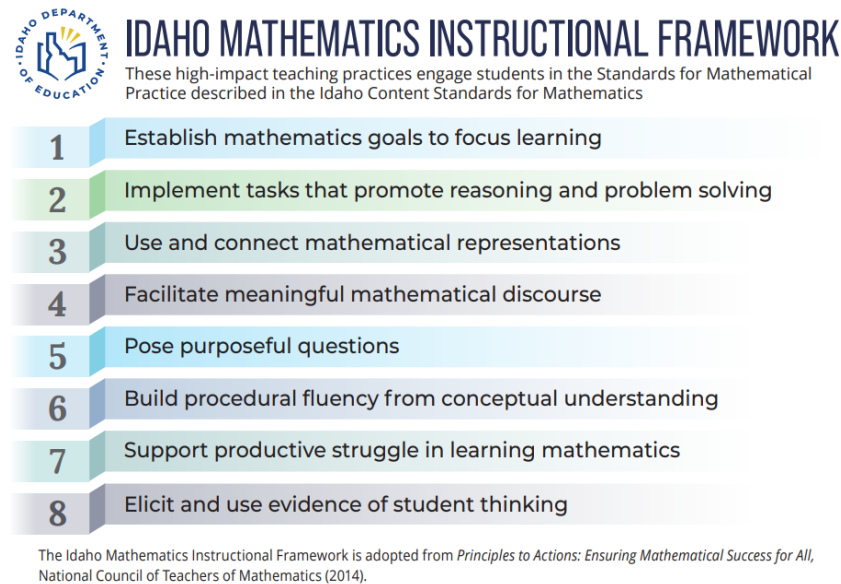
Explores research related to how students learn mathematics, including neuropsychological perspectives such as the Triple Code Model of number processing, which describes how language, mathematical symbols, and magnitude representation interact in mathematical thinking.

SECTION 2: IDAHO MATHEMATICS INSTRUCTIONAL FRAMEWORK

Overview: Idaho's Mathematics Instructional Framework

Instruction in Idaho should be delivered using a curriculum that is aligned with the *Idaho Content Standards for Mathematics* and through instruction that incorporates the eight teaching practices in *Idaho's Mathematics Instructional Framework* (MIF). The framework, shown in Figure 2.1, outlines the evidence-based teaching practices that support students in developing mathematical thinking and proficiency. These practices are research-based and have been adapted from the National Council of Teachers of Mathematics (NCTM) *Principles to Actions*.²

FIGURE 2.1 IDAHO MATHEMATICS INSTRUCTIONAL FRAMEWORK

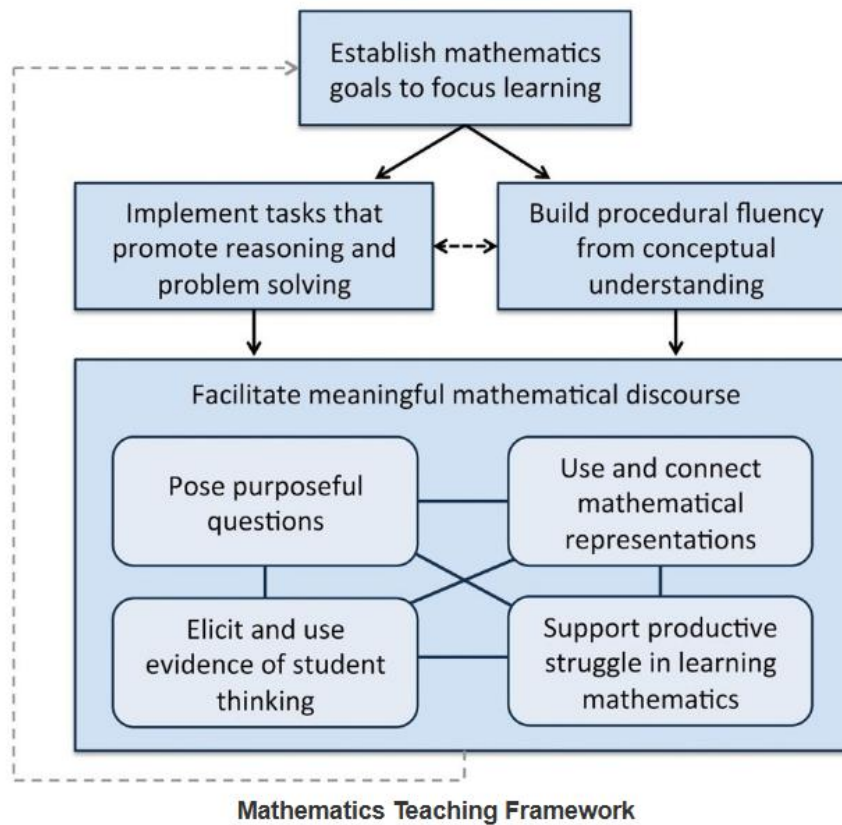


Understanding each Teaching Practice is important, and this guide offers implementation recommendations to highlight its key aspects. Likewise, understanding their connections is also important. Figure 2.2 from NCTM's *Taking Action*³ highlights the connected and coordinated use of the Teaching Practices, including how they build on each other and work together as an interrelated, cohesive instructional process when implemented.

² NCTM, 2024

³ NCTM, 2018

FIGURE 2.2 MATHEMATICS TEACHING FRAMEWORK



For example, understanding mathematical goals, how students learn those goals conceptually and procedurally over time, and implementing tasks that promote reasoning of those goals are foundational to effective instruction. The facilitation of meaningful mathematical discourse occurs in conjunction with and is deeply interrelated with the remaining four Teaching Practices. Resources such as NCTM’s Principles to Actions⁴ and the Taking Actions⁵ provides more explanation and examples of how these work in concert with one another. Each of these will be examined later in this section.

The eight teaching practices from the MIF align with the Idaho Explicit Attention to Concepts (EAC) and Student Opportunities to Struggle (SOS) Frameworks. Together, these three frameworks describe what *teachers* do to support students in developing proficiency in mathematics. The Standards for Mathematical Practice (SMPs) and the five mathematical proficiencies are what *students* do when teachers use the MIF, EAC, and SOS. The rest of this

⁴ NCTM, 2024

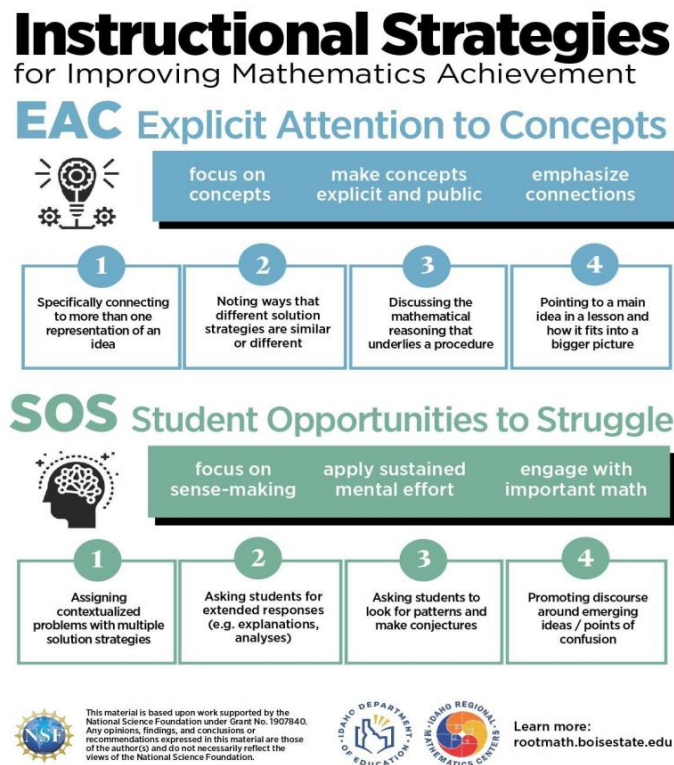
⁵ NCTM, 2017

section provides guidance for the teaching practices. Before diving into each practice, it is valuable to review the EAC and SOS mathematics instructional frameworks. The EAC and SOS framework provides strategies that make the MIF more accessible to some educators.

Explicit Attention to Concepts and Student Opportunities to Struggle

Two educational constructs that encompass most of the practices within the MIF are Explicit Attention to Concepts (EAC) and Students' Opportunities to Struggle (SOS). These two constructs (Figure 2.3) are connected to increasing student achievement and provide a clear focus and coherence for educators.⁶

FIGURE 2.3 INSTRUCTIONAL STRATEGIES: EAC AND SOS



Explicit Attention to Concepts (EAC) and Students' Opportunity to Struggle (SOS) are two overarching constructs of instructional practices with robust research evidence for supporting students' access to mathematics.⁷ Hiebert and Grouws coined the terms in their synthesis of

⁶ Hughes, et al., 2023

⁷ Hiebert and Grouws, 2007

effective instructional practices that cut across grade levels, topics, teaching formats, audiences, study design, and historical time:

EAC - Teachers and students are involved in explicitly making public connections among mathematical concepts via representations, strategies, and the mathematical reasoning that underlies the procedures. This often occurs through activities such as questioning, discussing, relating, and comparing. Explicit Attention to Concepts means surfacing the underlying ideas — not just procedures — making them visible and public, and emphasizing connections across representations, topics, and approaches.

SOS - Students need regular opportunities to spend time grappling with important mathematical concepts in order to create deeper understanding rather than recall of rote procedures. Productive struggle involves students engaging with problems which require them to “figure something out that is not immediately apparent” (see footnote 7 for reference) with a focus on sense-making, sustained mental effort, and important math.

Overview: Teaching Practices Guidance

Each of the eight instructional practices is presented individually, with consistent components that provide both a conceptual overview and actionable guidance. The structure for each practice includes:

- Brief Description: A concise summary that captures the essence of the practice.
- Key Components: A bulleted list highlighting the essential elements of the practice.
- Common Misconceptions: A look at prevalent misunderstandings educators may have, along with clarifying realities to promote accurate implementation.
- Practical Application: A table providing concrete steps educators can take before, during, and after instruction to apply the practice effectively.
- Shift in Practice: A table derived from NCSM: Mathematics Education Leadership's Mathematical Teaching Practices Continuum⁸ that illustrates observable teacher behaviors that reflect incremental growth in implementing the practice.
- Student Action: Observable student behaviors that indicate the practice is being successfully enacted.

These practices are multifaceted, and presenting them from different perspectives helps educators understand both the overarching intent and the specific actions—by teachers and

⁸ NCSM, 2019

students—that support effective implementation. As a result, some information will appear across multiple components. Additionally, across all eight practices, assessment is intertwined with the structure of each practice itself- not treated as a separate entity. Gathering, understanding, and using evidence of student thinking is integral to planning, delivering, and reflecting on instruction.

Teaching Practice 1: Establish Mathematics Goals to Focus Learning

Having clear mathematics learning goals is the foundation for intentional teaching that guides unit planning and focuses daily instruction. Identifying and articulating clear unit goals and lesson learning targets that align to Idaho Content Standards allows educators to plan more effectively, invite students to own their learning, make in-the-moment instructional decisions, and reflect on students' progress.

Key Components

- Learning targets describe concepts, ideas, and skills.
- Goals encourage use and development of mathematical practices by students.
- Goals are situated in learning progressions, allowing educators and students to respond to the following questions:
 - What mathematics is being learned?
 - Why is it important?
 - How does it relate to what has already been learned?
 - Where are these mathematical ideas going?
- The lesson's purpose, how the learning activities support the intended goals, and the criteria for meeting the goals are clear for educators and students.
- Unit goals and learning targets align to grade level Idaho Content Standards in Mathematics, and allow responsive instructional decisions by educators, such as what questions to ask, what connections to make, how to support productive struggle, and what demonstrates meaningful evidence of learning.

Common Misconceptions

- Misconception: Mathematics programs / curricula always provide meaningful learning goals.

Reality: The learning goals and targets presented by mathematics programs can be procedural in nature, limited in conceptual development, and lacking the depth and rigor present in the content standards.

- Misconception: Content goals are the only goals that guide instruction.

Reality: Content-only goals do not incorporate the standards of mathematical practice, which are equally important as the content standards. Important goals include performance goals (related to procedural fluency), content-focused goals (related to conceptual understanding), and standards for mathematical practice (related to adaptive reasoning and strategic competencies).

- Misconception: Learning goals are only communicated at the beginning of each lesson.

Reality: Educators communicate learning goals to students using the MIF teaching practices and making them visible and relevant throughout the lesson.

Table 2.1A Teaching Practice 1 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: - Unpacks the mathematics content standards, reviews research & clarifies the unit's big ideas. - Establishes a unit's goals, detailed learning targets, and assessments for weekly or daily instruction. - Identifies opportunities for students to develop and demonstrate mathematics practices. - Plans possible scaffolds and extensions to keep all students learning.	Educator: - Informs students of the lesson's purpose, learning targets, and connections to prior learning. - Uses goals to inform instructional decision making during the lesson. - Uses the learning targets as a guide to facilitate the Teaching Practices. - Refers to the learning targets to maintain students' focus and self-monitoring of learning. - Co-creates with students the key takeaways of the lesson and summarizes the goals. - Calls attention to students' ideas and strategies that align to the learning targets.	Educator: - Reflects on student assets and contributions in the lesson: What do they know (vs what is missing) and how will instruction build from this? - Examines evidence of student learning and reflects on students' current progress toward the learning targets. - Identifies next steps for adjusting instruction to build on and extend knowledge.

Table 2.1B Shifts in Practice⁹

Teacher Centered	Making Progress	Student Centered
• Educator shows a general rule or talks about the point of the lesson. • Educator reminds students of the mathematics they did previously and what they will do next.	• Educator connects mathematics learning targets to prior learning and the overall unit goal. • Educator facilitates a learning summary that connects to the learning target and includes student voice.	• Educator clearly communicates the lesson's learning targets and connects them to the unit goal and learning progression. • Educator encourages students to explain why they are doing a task and how it connects to other areas of math. • Educator empowers students to lead the learning summary, connecting their progress to the learning target, unit goal, and future needs.

Student Actions¹⁰

When educators make these shifts in practice, you will see students:

- ✓ Engage in the purpose and goals related to their current work. Mathematically, they know what they are learning, why they are learning it, where it is going, and how it relates to broader ideas.
- ✓ Use the learning goal to stay focused on their progress by knowing what to attend to.
- ✓ Monitor and self-assess their progress toward the learning goals.

⁹ NCSM, 2019

¹⁰ NCTM, 2024

Teaching Practice 2: Implement Tasks that Promote Reasoning & Problem Solving

Effective mathematics teaching engages students in solving and discussing tasks that promote reasoning and problem solving and allows multiple entry points and varied solution strategies.

Key Components

- Mathematical tasks vary in cognitive demand, and while a range of task types has a place in the classroom, research shows that high cognitive demand tasks are underused — and that increasing their presence leads to stronger student achievement.¹¹
 - Low cognitive demand tasks typically involve recalling facts or following step-by-step procedures. These tasks are often focused on getting the right answer rather than understanding why.
 - High cognitive demand tasks are more intellectually challenging. They may ask students to create their own strategies, make connections between ideas, or explain why a procedure works. Students engage in reasoning, problem solving, and conceptual thinking, rather than simply applying a formula or rule.
- The need for high cognitive demand tasks is recognized and educators avoid practices that may diminish rigor during instruction (e.g. excessive guidance, direct hints, etc.).¹²
- The level of cognitive demand of tasks is aligned to the learning progression and goals. Online platforms are used with caution, since choosing poorly-aligned tasks can disrupt the coherence of a curriculum, hinder conceptual development, and reduce outcomes.¹³

Common Misconceptions

- Misconception: All problems must be cognitively demanding.
Reality: Math class includes tasks with varying levels of cognitive demand. Providing SOS occurs with cognitively demanding tasks that promote reasoning and problem solving.
- Misconception: Word problems are always high cognitive demand tasks.

¹¹ Stein & Lane, 1996; Stein & Smith, 1998

¹² Stein & Lane, 1996; Stein et al., 1996

¹³ Larson, 2016

Reality: The cognitive demand of a task depends on learners' prior knowledge and how the task is presented. For instance, if a word problem follows set procedures, students may find numbers and solve the problem without engaging in mathematical reasoning.

- Misconception: The objective of this practice is to do some “fun” tasks sporadically.

Reality: When well chosen, tasks can be engaging, relevant, and of increasing rigor. According to Heibert, “A teacher’s role in selecting tasks goes well beyond choosing good individual tasks, one after another. Teachers need to select sequences of tasks so that, over time, students’ experiences add up to something important.”¹⁴

Table 2.2A Teaching Practice 2 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: • Works the task in advance, anticipating different ways students may approach it. • Identifies ways to make the task accessible to all learners while maintaining the task’s cognitive demand (i.e. not suggesting a specific method or strategy). • Prepares clear connections between the task’s new mathematical concepts and students’ prior learning.	Educator: • Activates prior knowledge and generates interest at task launch so all students have an entry point. • Implements tasks and routines that provides opportunities for students to consider each other’s mathematical thinking, with a focus on reasoning and sense-making. • Highlights and compares students’ different approaches and connects them to key mathematical ideas within the task.	Educator: • Reflects on the effectiveness of the mathematical learning opportunities provided to students during the task and identifies those that were most successful. • Implements a sequence of tasks, over time, so that students have multiple experiences to build a strong foundation of knowledge that has both depth and breadth.

¹⁴ Hiebert, 1997

Table 2.2B Shifts in Practice

Teacher Centered	Making Progress	Student Centered
• Educator presents mathematical tasks in a routine manner that encourages students to imitate a set procedure, (rather than identify multiple solution approaches). • Educator regularly lowers the cognitive demand of tasks through heavy scaffolding or excessive guidance or hints.	• Educator implements tasks that are complex and suitable for group work, but does not consistently frame tasks in a manner that encourages deep mathematical reasoning. • Educator provides students with a task that encourages exploration, but sometimes decreases cognitive demand during implementation (through leading questions and suggestions, etc.).	• Educator engages students in mathematically rich and appropriately challenging tasks, ensuring multiple entry points and solution strategies. • Educator frames tasks in ways that encourage exploration and invite students to think creatively. • Educator facilitates student-led discussions comparing and contrasting solution strategies.

Student Actions

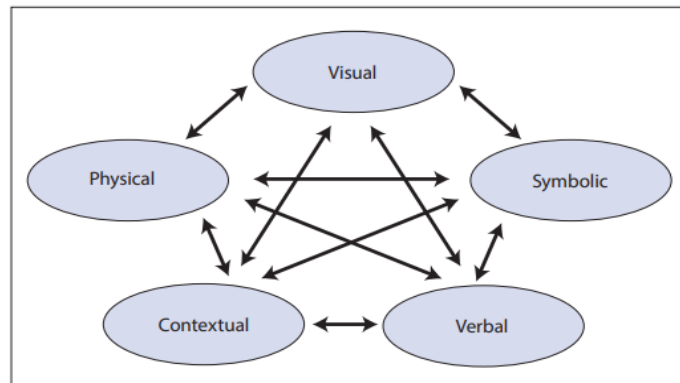
When educators make these shifts in practice, you will see students:

- ✓ Take opportunities to make sense of tasks and explain and justify their solution paths to one another.
- ✓ Accept and expect their classmates to use a variety of solution approaches.
- ✓ Use tools and representations as needed to support their thinking and problem solving.

Teaching Practice 3: Use and Connect Mathematical Representations

Using and making connections among mathematical representations can deepen student understanding of concepts and procedures, support mathematical discourse among students, and serve as tools for solving problems. When students learn to represent, discuss, and make connections among mathematical ideas in multiple forms, they demonstrate deeper mathematical understanding and enhanced problem-solving abilities¹⁵, as shown in Figure 2.4.

FIGURE 2.4 DIFFERENT REPRESENTATIONS AND THE CONNECTIONS BETWEEN THEM

**Key Components**

- Multiple mathematical representations (drawings, tables, equations, manipulatives, etc.) are used to make mathematics more meaningful for students, strengthen their understanding, and engage them in discourse.
- Explicit Attention to Concepts (EAC): mathematical concepts are explicitly and publicly highlighted and connected.¹⁶
- Visual representations are used to encourage students to see relationships between quantities, which supports them in making sense of and solving problems.

Common Misconceptions

- **Misconception:** It is sufficient to have students share their thinking and solutions methods.

Reality: Discourse should go further than basic sharing of student thinking. Educators should intentionally choose and sequence student sharing to compare ideas,

¹⁵ NCTM, 2024

¹⁶ Hughes et al., 2023

representations, and strategies aligned to the learning goals in order to extend and deepen learning of mathematical concepts and procedures.

- Misconception: The purpose of using different representations is to have students pick their favorite and use it repeatedly to solve problems.
- Reality: Making connections between representations deepens understanding of mathematical concepts and procedures, and allows for representations to become tools to solve problems. Connecting representations is critical to build understanding and recognize important mathematics structures.
- Misconception: The primary goal of mathematics instruction is to know how to use tools (e.g., base ten blocks, algebra tiles, ratio tables).
- Reality: Knowing how to use tools and models is the first step, but using tools and models should be seen as an opportunity to support students in building deeper knowledge. Tools and models, such as concrete representations, assist students in understanding, identifying varied solution approaches, and communicating about and solving problems.

Table 2.3A Teaching Practice 3 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: • Selects tasks that allow students to use different representations to communicate reasoning strategies. • Identifies connections of different representations to each other and the presented mathematical concepts. • Anticipates strategies and representations students may use as well as potential questions / issues.	Educator: • Encourages students to use and connect multiple representations to make sense of and solve problems. • Asks students to make drawings and other visual representations to explain and justify their thinking. • Allows time and space for students to use and make connections between their representations and the representations of their peers.	Educator: • Reflects on the type of visual representations the students used. • Identifies which representations students need more experience with and plans accordingly for future instruction.

Table 2.3B Shifts in Practice

Teacher Centered	Making Progress	Student Centered
● Educator presents a limited number of representations and only provides minimal connections to prior learning. ● Educator uses only one representation or strategy that will be needed for the lesson or homework. ● Educator doesn't prioritize explicit and public connections between representations, models, or strategies.	● Educator facilitates student share-outs to summarize, but lacks deep comparison of solutions or consolidation of understanding. ● Educator demonstrates how new concepts fit in with prior and future learning, but may fail to adequately show how using various representations also connects. ● Educator uses some representations and builds connections, but may not consistently demonstrate how students can use a variety of representations to develop connections across concepts and/or models.	● Educator supports students in understanding new concepts using appropriate representations in context with prior learning, future concepts, and the real world. ● Educator encourages the use of multiple models and representations that help students advance through the learning progression. ● Educator ensures students explore, discuss, and identify connections between different models and the mathematics concepts and strategies they represent. ● Educator encourages students to flexibly develop and apply their own representations, models, and connections.

Student Actions

When educators make these shifts in practice, you will see students:

- ✓ Use multiple forms of representation to make sense of and understand mathematics.
- ✓ Make choices about which forms of representation to use as tools for solving problems.
- ✓ Contextualize mathematical ideas by connecting them to real-world situations.

Teaching Practice 4: Facilitate Meaningful Mathematical Discourse

Meaningful discourse is facilitated by educators' planning of key mathematical ideas for students to discuss. When students engage in whole or small group discourse, they process their understanding of important mathematics topics while speaking and listening to the meanings of others.

Key Components

- Safe environments that foster student discourse are created by:
 - Setting norms (what it looks like/sounds like) and expectations (how students are held accountable)
 - Establishing routines (discussion supports, interactive structures, etc.)
 - Arranging the classroom (pairs, small groups, whole class)
- The likelihood of meaningful discourse is increased through pre-planning, with consideration given to the following components:
 - The educator's role in supporting student engagement (task selection, sentence frames, interactive structures, etc.)
 - Who should serve as the questioner (students and/or educators) and the types of questions to present
 - Who provides what kinds of explanations (students and/or educators)
 - How mathematical representations are used in support of discussion
 - How much responsibility students share for their and their peers' learning¹⁷

Common Misconceptions

- Misconception: Discourse is only verbal.

Reality: Student discourse “includes the purposeful exchange of ideas” and may happen verbally or in written or visual form.¹⁸ Offering varying modes for communication can support students in communicating their understanding and asking clarifying questions while encouraging engagement of those less comfortable with verbal communication.

¹⁷ Hufferd-Ackles et. al., 2004

¹⁸ NCTM, 2024

- Misconception: Younger students and those with special needs cannot share their thinking or contribute to group discussions.

Reality: Releasing responsibility of discussion over to students can take time. It may look different depending on students' age and ability, but with the right supports and multiple modes of communication, ALL students can demonstrate their understanding of mathematics concepts.

- Misconception: Discourse is an isolated event during learning.

Reality: Discourse, whether teacher-student or student-student, is intentionally facilitated by the educator and embedded in the culture of learning.

Table 2.4A Teaching Practice 4 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: - Plans opportunities for student discourse, including whether discussions will be whole group, small group, or in pairs. - Identifies discussion supports, such as sentence frames, to support student communication. - Anticipates how students may respond to prompts and tasks and identifies ways to support student learning during discussions.	Educator: - Monitors student discussions and helps students make connections to the learning targets. - Asks purposeful questions to assess and advance student thinking. - Highlights important mathematical ideas revealed through discourse and encourages students to connect those ideas to prior learning, representations, and other solution strategies.	Educator: - Reflects on students' interactions, including the quality and depth of the discussions. - Identifies key ideas shared during student discourse and identifies how to build upon those ideas to support future learning.

Table 2.4B Shifts in Practice

Teacher Centered	Making Progress	Student Centered
● Instruction is primarily educator-centered; the mathematics authority resides with the teacher. ● Educator provides minimal opportunities for students to collaborate and share their thinking. ● Educator creates opportunities for students to share their solutions, but does not facilitate deeper discourse. ● Educator does not arrange classroom to support collaborative work.	● Educator shares mathematical ideas and representations and facilitates and encourages students to ask questions. ● Educator facilitates group work and peer discussions on mathematics concepts, but does not guide students to fully engage in comparing strategies and building connections. ● Educator facilitates discussion, but lacks the confidence to relinquish responsibility to students.	● Educator facilitates student-student discourse. ● Educator encourages students to listen and share ideas of their peers (promote safe learning environment). ● Educator helps students connect their discourse to the learning targets. ● Educator establishes a culture where students are responsible for their learning and can safely share and critique the ideas of others.

Student Actions

When educators make these shifts in practice, you will see students:

- ✓ Initiate student-to-student discourse, seeing themselves as mathematics leaders who help shape each other's mathematical thinking in supportive, collegial ways.
- ✓ Focus on both the how and why—they connect and compare representations and ideas, working together to build a deeper and shared understanding of mathematics concepts.
- ✓ Listen to each other, ask questions, and explain their reasoning.

Teaching Practice 5: Pose Purposeful Questions

When planning a unit of learning, educators should thoughtfully select questions, recognizing that the depth of discussion is dependent on the questions asked. Purposeful questions are directly tied to meaningful discourse, move student learning forward, and provide feedback to educators on student learning.

Key Components

- Questions are pre-planned to:
 - Focus on learning goals and address anticipated misconceptions
 - Be cognitively demanding; they go beyond questions eliciting a yes or no response and instead require details and lean into “Why?”
 - Facilitate student work and thinking and focus attention on key mathematical concepts.¹⁹
- Question types are varied, including those that:
 - Assess student thinking - based on students’ current work and approach
 - Advance student thinking - move students beyond current thinking by pressing them to extend what they know to a new situation
 - Probe thinking - students explain, elaborate, or clarify their thinking, including articulating the steps in solution methods or the completion of a task
 - Make mathematics visible - discuss mathematical structures and make connections across ideas
 - Encourage reflection and justification - students reveal their reasoning and actions, including making an argument for the validity of their work²⁰
- Patterns of questioning are implemented, including:
 - Funneling: questioning that directs a student to a specific answer (How many sides does a triangle have?), does not promote reasoning, and can be harmful to learning if used inappropriately.

¹⁹ Hufferd-Ackles et. al., 2004

²⁰ NCTM, 2024

- Focusing: questioning builds students' thinking to lead them to the desired learning goal (promotes reasoning, sense making and boosts engagement).²¹

Common Misconceptions

- **Misconception:** Students can't be questioners during collaborative opportunities.
Reality: When students are provided with resources (e.g., question stems) and practice using them during discourse opportunities, they become owners of their learning and build the capacity to question and learn from their peers.
- **Misconception:** The primary purpose of questions is to make sure students are paying attention or have the right answer.
Reality: Questions are used to advance student understanding, while student responses should guide the educator's next instructional approaches and decisions.

Table 2.5A Teaching Practice 5 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: ● Plans questions tied to the learning targets that assess and advance student thinking. ● Plans questions for thinking that is complete, incomplete, and/or includes misconceptions. ● Identifies opportunities in the lesson to ask varied, purposeful questions.	Educator: ● Asks questions that advance or provide feedback on student understanding of mathematical ideas. ● Poses questions that elicit students' explanations of their thinking. ● Provides time for students to process questions before responding. ● Monitors student conversations, evaluates their responses, and asks follow-up questions, if necessary.	Educator: ● Reflects on posed questions and how students responded to them to guide future teaching.

²¹ Herbel-Eisenmann & Breyfogle, 2005; Wood, 1998; NCTM, 2024

Table 2.5B Shifts in Practice

Teacher Centered	Making Progress	Student Centered
• Educator asks and answers his / her own questions. • Educator asks fill-in-the-blank, yes/no, or low-level recall questions. • Educator facilitates a passive learning environment with little to no student engagement. • Educator does all of the summarizing and/or rephrases students' responses. • Educator continues to call on individuals until a student provides the preferred response.	• Educator asks good questions but is consistently the questioner; students do not critique their peers. • Educator offers opportunities for student reflection on learning, but questions do not elicit deep discussion. • Educator primarily asks questions focused on gathering information and explanation. • Educator gathers data during discussion, but relies on volunteers (does not select and sequence shares). • Educator serves as the primary source of validation for student thinking.	• Educator creates a classroom culture that fosters curiosity and sense making, as reflected in both the questions students pose to one another and their individual wonderings ("Does this always work?"). • Educator asks well-planned questions that probe student reasoning, connect different strategies, advance collective understanding, and push students to make progress towards learning targets. • Educator asks questions that encourage students to justify their reasoning and press toward generalizations. • Educator's questions are used intentionally to make mathematics visible and accessible for students.

Student Actions

When educators make these shifts in practice, you will see students:

- ✓ Coherently communicate and defend their mathematical reasonings.
- ✓ Engage in questioning their peers, and build upon each other's strategies / thinking.
- ✓ Think about efficiency and naturally wondering about generalizations

Teaching Practice 6: Build Procedural Fluency from Conceptual Understanding

Procedural fluency is built on a foundation of conceptual understanding, then the two develop together through experiences that deepen reasoning and strengthen connections. While conceptual understanding allows connections of prior knowledge and new ideas, procedural fluency enables students to engage in increasingly complex tasks.²²

Key Components

- Conceptual understanding and procedural fluency develop interdependently, with explicit connections made between them.²³ Aligns with EAC.
- Fluency is developed through a multi-dimensional process requiring time and repeated opportunities for practice. Instruction reinforces all three dimensions of fluency: accuracy, efficiency, and flexibility.²⁴
- Curriculum materials and assessments reflect a complete vision of procedural fluency that prioritizes understanding and strategic thinking. Assessments are offered using multiple modalities, opportunities to explain and justify strategies, and tasks requiring flexible application of procedures.²⁵
- Educators use the SMPs as instructional goals alongside the academic content standards.
- A mathematics classroom culture is developed that values providing students with opportunities to productively struggle (SOS), honors errors as learning opportunities, and fosters students' ability to see themselves as capable mathematicians who can reason, justify, and communicate their thinking.²⁶

Common Misconceptions

- **Misconception:** Repeated timed tests build procedural fluency.
- **Reality:** Timed testing is not an instructional tool and does not build fluency. Short, timed activities, however, can be one part of a multi-component intervention to support students in building fluency (accurate, efficient, and flexible) after students have worked on concepts over many lessons. Fluency is built through varied, meaning-making practice that develops accuracy, efficiency, and flexibility over time.

²² NCTM, 2024

²³ Fuson et al., 2005; Hiebert & Grouws, 2007; Pitsolantis & Osana, 2013; NCTM, 2024

²⁴ Canobi, 2009; Rittle-Johnson et. al., 2015; National Research Council, 2001

²⁵ Boaler, 2014; NCTM, 2024

²⁶ NCTM, 2018

- Students must master procedures before they can develop deep conceptual understanding.

Reality: Conceptual understanding is the foundation of learning mathematics. Gaining mathematics proficiency is not dependent on mastering a sequence of skills. Procedural fluency and conceptual understanding are interwoven and build upon one another.

- Misconception: Teaching procedures is more time-efficient than teaching with a foundation of conceptual understanding.

Reality: Teaching for conceptual understanding doesn't mean slowing down or leaving students behind. Iterative and explicit instruction on the connections between concepts and procedures allows students to develop deep roots in conceptual understanding which improves retention and knowledge transfer to more complex topics.

Table 2.6A Teaching Practice 6 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: - Analyzes student work to identify gaps in conceptual understanding that may hinder fluency. - Plans tasks that connect prior knowledge to new learning, selecting problems that highlight conceptual structures. - Sequences tasks to allow for multiple entry points and solution paths. - Identifies ways to assess students' ability to explain why a procedure works, not just use it.	Educator: - Engages students in mathematics routines that promote strategy sharing, such as Number Talks, Notice & Wonder, Problem Strings, or Which One Doesn't Belong. - Makes explicit connections between representations and procedures (e.g., area models to distributive property). - Uses targeted questioning to elicit reasoning and adapt instruction in real time. Normalizes error-making as a part of learning.	Educator: - Uses student work and reflects on goals to inform future instruction and identify needs for small group support. - Uses student work and formative strategies to identify strengths and gaps in students' ability to connect conceptual understanding to mathematical procedures. - Reviews data from more formal assessment measures to determine whether students are developing accuracy, efficiency, and flexibility with procedures.

Table 2.6B Shifts in Practice

Teacher Centered	Making Progress	Student Centered
● Educator focuses on procedural explanations, rules application, or use of definitions. ● Educator guides students towards specific strategies. ● Educator leads a teacher-centric demonstration of reasoning, mistaking student compliance for understanding. ● Educator assesses fluency only with procedural quizzes or speed tests.	● Educator encourages students to make connections between procedures and concepts, but tends to channel students toward preferred strategies. ● Educator asks questions that probe reasoning about mathematical relationships and push students to explain why solutions make sense. ● Educator entertains alternative methods and solutions so long as students can justify their reasoning.	● Educator values all fluency components: flexibility, accuracy, and efficiency. ● Educator asks students to justify procedures, connect strategies to concepts, and extend their thinking. ● Educator ensures efficient procedures emerge from students comparing and generalizing their strategies. ● Educator assesses students in multiple ways, including written and verbal explanations and tasks with multiple solution paths.

Student Actions

When educators make these shifts in practice, you will see students:

- ✓ Reflect on the reasons behind the strategies used and revise work based on feedback.
- ✓ Make connections between models, concepts, and procedures.
- ✓ Flexibly choose strategies that work best for the situation, striving to use procedures appropriately and efficiently.

Teaching Practice 7: Support Productive Struggle in Learning Mathematics

By grappling with mathematics individually or collectively, students gain a deep understanding of mathematical concepts, the structure of problems, and relationships among ideas. Educators who implement SOS and embrace the value of productive struggle nurture students who persevere in reasoning, sense-making, and problem solving, and can better apply learning to new situations.

Key Components

- Productive struggle is valued within the classroom culture.
- Students are expected to expend effort to make sense of ideas that are comprehensible but not yet well-understood. This process of grappling to solve mathematics problems leads to a deep understanding based on a process of constructing interpretations connected to prior knowledge or reexamination and restructuring of their existing skills.²⁷
- Opportunities for productive struggle are planned.
- Students' misconceptions are anticipated. Supports are planned without simplifying the task or preventing the wrestle with ideas.
- Mathematics activities are structured to facilitate sense-making efforts, reasoning, and problem solving.
- Students are provided time, space, and opportunities to apply sustained mental effort and engage with important math.
- Discourse is promoted; students share ideas and clarify points of confusion.

Common Misconceptions

- Misconception: Showing students steps to a procedure and stating how to solve a task result in deep understanding.
- Reality: Grappling with a mathematics concept engages students in valuable learning that leads to changes in cognitive structures and deep understanding. Instructional shortcuts, such as providing step-by-step procedures or quickly revealing a strategy often results in superficial knowledge and a culture of learned helplessness, or student dependency on the teacher.
- Misconception: Grappling with mathematics leads to student frustration and lack of confidence; therefore, struggle should be avoided in the mathematics classroom.
- Reality: Productive struggle is a vital learning process that can be anticipated and facilitated with appropriate low-floor, high ceiling tasks, intentional questions, and key support. If students lack access to a task, they are not grappling with mathematics, they are stuck.

²⁷ Hiebert et al., 1996; Hiebert and Grows, 2007; Harris, 2025

- Misconception: Providing opportunities for struggle means giving students a task and stepping back until they are finished.
- Reality: Educators actively support students through all phases of the lesson by establishing shared access, providing purposeful questions and nudges, and maintaining the student's zone of proximal development without lowering the cognitive demand.

Table 2.7A Teaching Practice 7 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: ● Chooses tasks that promote reasoning and problem solving, such as assigning contextualized problems with multiple solution strategies. ● Develops lesson plans with adequate time for the tasks. ● Anticipates impasses and prepares supports, such as: ○ Questions that require extended responses ○ Visuals, manipulatives, etc. ○ Adjusts number sets in problems.	Educator: ● Promotes discourse around emerging ideas and points of confusion. ● Presses students to look for patterns and make conjectures. ● Provides support (e.g., using visuals, manipulatives, and adjusting number sets) when students are at an impasse. ● Encourages continued effort on tasks and allows time for students to work through emerging ideas. ● Honors students' contributions, including errors in thinking, as part of the learning process.	Educator: ● Reflects on whether tasks were accessible to most students. ● Identifies any aspects of student struggle that demonstrate a need for additional support. ● Examines the culture of the classroom to determine if: active listening is happening (by all parties), students feel safe making mistakes, students' thinking is honored.

Table 2.7B Shifts in Practice

Teacher Centered	Making Progress	Student Centered
● Educator provides examples of how to solve the task before students engage with the problem. ● Educator gives too many hints, answers questions for students and/or solves the problem for the students. ● Summary and reflection consists of a whole-group share-out with inadequate time for processing or relies on a small set of student volunteers.	● Educator provides adequate individual think time, but not all students appear to be fully engaged in learning. ● Educator prolongs the time used to pose the problem; as a result, students lose interest in solving it when given the opportunity. ● Educator provides opportunities for exploration, but time constraints lead to the educator giving answers or solving the problem with/for the students.	● Educator creates a classroom environment where students are comfortable making mistakes, critiquing and questioning each other, and analyzing errors. ● Educator provides adequate individual think time, which provides access and promotes productive contributions during group work. ● Educator helps students see value in persevering through a challenge; students respond with determination.

Student Actions

When educators make these shifts in practice, you will see students:

- ✓ Collaborate with and support peers, discussing ideas and formulating solution paths.
- ✓ Persevere with their problem-solving efforts, take risks with responses and questions, even when uncertain, and are willing to revise their thinking.
- ✓ Reflect on aspects of the task that felt like a struggle, identifying what they learned and where they may need additional support.

Teaching Practice 8: Elicit and Use Evidence of Student Thinking

Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.²⁸

²⁸ NCTM, 2024

Key Components

- Students are given tasks that require them to show reasoning and justify answers, providing strong evidence of understanding.
- Opportunities for students to demonstrate understanding are pre-planned.
- A variety of indicators of student learning are considered, beyond students getting the correct answer. Common patterns in student thinking, including common mistakes and misconceptions, are recognized.
- Educator reflections on students' progress and evidence of understanding are used to make instructional decisions and adjustments.

Common Misconceptions

- Misconception: Using evidence of student learning is primarily gathered from formal events, such as quizzes and unit tests.

Reality: Using evidence of student thinking to assess progress toward mathematical understanding is ongoing and begins with listening for what students know and adjusting instruction continually (moment-to-moment) in ways that support and extend learning.
- Misconception: The primary purpose of eliciting student thinking is to affirm student understanding based on correct or incorrect answers.
- Reality: Eliciting student thinking is about gaining evidence of understanding towards the desired mathematical goal(s). Acceptable evidence starts with careful planning of a lesson that includes questions that require students to explain, justify, and reason. During the lesson, educators can listen for what students know, such as common patterns of reasoning, as well as misconceptions or incomplete conceptions.

Table 2.8A Teaching Practice 8 – Practical Application

Before Instruction	During Instruction	After Instruction
Educator: ● Intentionally plans lessons to elicit evidence of students' progress toward the learning targets. ● Understands the learning progressions and anticipates student responses to guide learning and address common errors. ● Develops questions that elicit students to explain, represent, and justify their solutions.	Educator: ● Observes and interprets student work (verbal or written) to assess mathematics understanding and reasoning and makes in-the-moment instructional decisions. ● Based on evidence of learning, guides student engagement with the task and/or provides support to deepen understanding and move students toward the learning targets. ● Encourages students to reflect on their learning and identify assets and mistakes/misconceptions to improve their understanding.	Educator: ● Analyzes students' work and thinking and uses evidence to inform instruction. ● Reflects on the lesson to determine if the tasks required students to explain, represent, and justify their conceptual understanding and/or procedural skills. ● Considers whether questions posed and formative assessment strategies resulted in sufficient evidence of student learning.

Table 2.8B Shifts in Practice

Teacher Centered	Making Progress	Student Centered
• Educator relies on a consistent small group of volunteers to assess class understanding. • Educator assesses student understanding based on correct / incorrect responses on tasks focused on knowledge and procedural skill. • Educator collects evidence of student activity or engagement rather than evidence of learning.	• Educator gathers data during discussion, but relies on volunteers (does not select and sequence shares). • Educator expects students to engage in learning, but discussions do not typically result in student-led critiques or justification of strategies. • Educator offers opportunities for students to reflect on learning, but questioning leans more into procedures than underlying reasoning. • Educator uses formative and summative assessment practices.	• Educator anticipates and fully addresses misconceptions and often guides students to reflect on their learning. • Educator monitors learning and adjusts instruction based on student evidence. • Educator incorporates learning progressions in their analysis of student evidence and instructional plans. • Educator implements evidence-based assessment practices, uses a variety of tools to monitor student progress, and aligns learning targets and assessment types.

Student Actions

When educators make these shifts in practice, you will see students:

- ✓ Take ownership of their learning, seek to connect prior learning and new concepts, and work to monitor their progress toward learning targets.
- ✓ Identify evidence of learning and challenge peers to justify their methods and reasoning.
- ✓ Ask questions, respond to, and give suggestions to support their peers' learning.

SECTION 3: TIERED SYSTEM OF SUPPORTS IN MATHEMATICS

Overview: A Strong Foundation

High-quality instruction (HQI) in mathematics is essential for student success and foundational to building a tiered system of support in mathematics. The practices described in Section 2 should be used at each tier of the continuum. In order to provide HQI at all tiers, educators need to have deep content knowledge that incorporates connections across concepts and provides students with flexibility in solving problems. Implementation of HQI supports each student in demonstrating proficiency of grade-level content while engaging in meaningful mathematics. Effective HQI builds students' confidence in mathematics, highlights the relevance and value of math, and helps students see themselves as capable doers of mathematics.

High-quality instruction is the key component of a cohesive system that supports student learning. However, even when educators plan and implement effective lessons using the Mathematics Instruction Framework (MIF), this does not guarantee all students will meet the intended learning goals at the same time or to the same depth of understanding. A cohesive tiered system provides a structure to ensure every student receives what they need to be successful in mathematics.

This section will describe how each of the four components of the ITSS framework can look in the content area of mathematics.

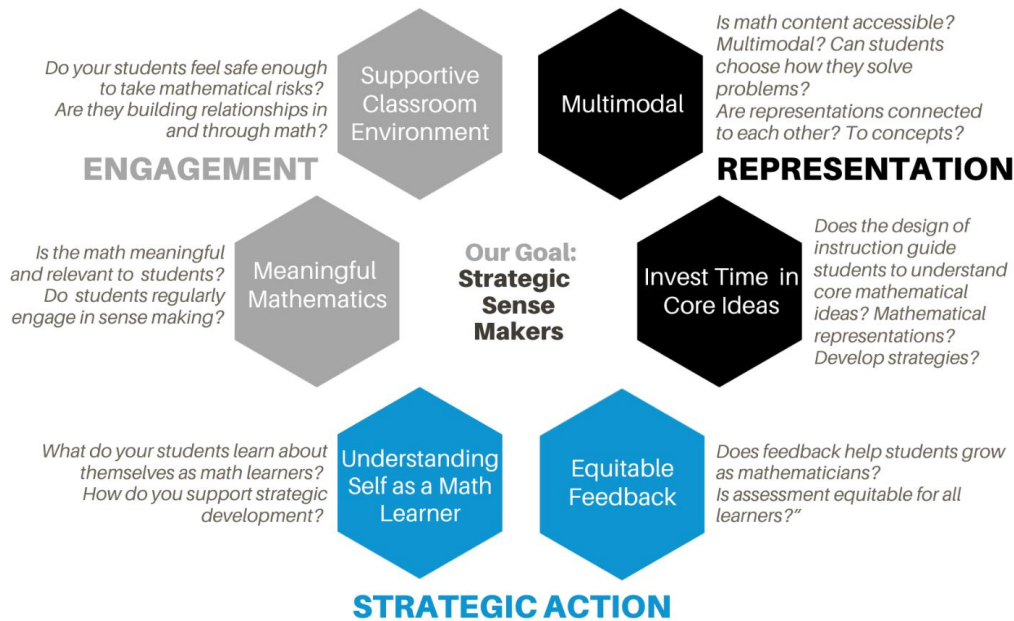
Universal Design for Learning

Universal Design for Learning (UDL) is ensuring all students have access to high-quality, standards-aligned core (Tier 1) instruction and a positive learning environment. There are many aspects of universal access in mathematics that differ from those in other subject areas. Examples include the importance of learning progressions and mathematics academic vocabulary development. Recognizing the variability of how students learn, providing access through multiple modalities, and having resources to provide supplementary support as needed are proactive approaches that prevent students from falling behind. Dr. Rachel Lambert²⁹ provides a framework for Universal Design for Learning in Mathematics. As shown in Figure 3.1, the UDL: Mathematics Framework has three areas of learning (engagement, representation, and strategic action), each with two design elements. Providing universal access requires consideration of all six design elements.

²⁹ Lambert, 2024

FIGURE 3.1 UDL: MATHEMATICS

UDL Math Design Elements



Lambert 2023

UDL Math: Engagement

"To fully engage in mathematics, students need opportunities to work with meaningful mathematics that they find relevant as well as challenging."³⁰ The Idaho MIF and UDL Math: Engagement work cohesively to activate the two engagement areas: Meaningful Mathematics and Supportive Classroom Environment.

Meaningful mathematics occurs when students see themselves in the mathematics they are learning, see themselves as capable doers of mathematics, and see value, or relevance, to the mathematics they are learning. If students are asked about why they are learning a current topic and the only answer they can share is to be prepared for future mathematics learning, then they are not seeing the relevance.

Clear goals, relevant tasks, and student thinking are essential to meaningful mathematics. All of these things together support students in feeling that they belong and contribute to a supportive classroom environment. Supportive classroom environments happen when student

³⁰ Lambert, 2024.

ideas and contributions are central and valued. Students learn to make connections and focus on sense-making to build conceptual understanding and procedural fluency.

UDL Math: Representation

UDL Math: Representation promotes connections between core ideas and multimodal methods for learning. More time is devoted to core ideas that help students understand essential mathematical concepts. Core ideas connect to multiple standards, are developed over time, and incorporate various strategies and representations that are learned and used as tools for solving problems. Incorporating multimodal methods means to teach mathematics in ways that ensure students:

- have access to content,
- have choice in how they solve problems, and
- encourages students to make connections between representations and the concepts they are learning.³¹

Mathematical representations are one of the six key recommendations in the *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades Practice Guide*. Students deepen their learning when they choose a strategy and one or more concrete, semi-concrete, and/or abstract (CSA) representations to make sense of and use as tools to show their understanding.³² In Idaho, these three representations are similar and are often referred to as enactive, iconic and symbolic based on Jerome Bruner's original theory.

Concrete (Iconic)

Concrete representations are three-dimensional (3D), physical materials or actions that students can organize, act upon, or manipulate to better understand mathematics content (e.g., regrouping with base 10 blocks, using fraction tiles to compare two fractions, using algebra blocks to multiply polynomials, role playing a problem situation). Concrete representations may help students better understand mathematical concepts when they physically model with the manipulatives or act out problem scenarios to make the underlying mathematical concepts visible and less challenging to interpret.

Semi-concrete (Iconic)

Semi-concrete representations are two-dimensional (2D) visual depictions such as bar models, tape diagrams, simple drawings, tables, arrays, graphs, and number lines that

³¹ Lambert, 2024

³² IES, 2021

may help students organize information. Semi-concrete representations are often used as a transition from concrete manipulatives. For example, moving from building an array with square tiles into drawing a picture representing the same concept is more efficient once students understand the concept.

Abstract (Symbolic)

Abstract representations are mathematical notations that can include numbers, equations, operations, relational symbols, and expressions. This representation is often seen as the most efficient, however, it can also hide the “why” behind the mathematics. Using an abstract representation along with a concrete or semi-concrete representation can show the connections between them and deepen student understanding.

In addition to Bruner, there have been several iterations of vocabulary and purpose of mathematical representations over the years. While not exactly the same in meaning, they all impart the importance of students engaging with problems using a variety of representations, or ways to express mathematical thinking. Other vocabulary includes concrete, representational and abstract (CRA), from the Council for Exceptional Children and special education practitioners. NCTM has used a model that includes physical, visual, physical, contextual, and verbal representations, and emphasizes the connections between these representations (described in the Use and Connect Mathematical Representations in Section 2). Both organizations have also used Concrete, Semi-concrete, and Abstract in publications.

It is important for students to experience concrete representations, and that explicit connections between concrete and semi-concrete to abstract representations are made concurrently so that students make connections between them. When students experience representations as a continuum, the sequence can often “cause a disconnect where students do not see the relationship(s) between the concrete materials and abstract symbols.”³³ Additionally, fluency is not about using a specific representation or strategy, but varies depending on the situation. For example, sometimes a semi-concrete representation such as a number line or table of values can be more efficient or highlight aspects of mathematics more than an abstract representation of an equation or function. When educators intentionally integrate a wide variety of models and representations, students will have the opportunity to build deeper understanding and address misconceptions while gaining flexibility and a willingness to persevere.

³³ Jitendra et al., 2024

UDL Math: Strategic Action

In UDL Math: Strategic Action, our instruction considers productive ways to give students feedback. Being intentional with feedback can assist students in growing as mathematicians and helps them develop strategies in self-awareness and executive functioning.³⁴ The Latin word for assessment is *assidere*, or to sit beside. When educators are sitting beside students on their learning journey, and providing feedback that expands their sense-making and creativity in mathematics, students are more likely to see themselves as mathematics learners.³⁵ The opposite effect can occur if students' experience with feedback in mathematics focuses only on right or wrong answers.

Vocabulary Instruction

An additional component of UDL in mathematics instruction is intentional support for learning the academic vocabulary of mathematics. Many students do not use mathematical vocabulary outside of school. Thus, incorporating mathematical vocabulary development into core instruction and helping students use it in meaningful ways is helpful for many students. Some strategies for doing this include:

- asset-based routines such as Think-Write-Pair-Share, Math Language Routines, Notice and Wonder, Which One Doesn't Belong, etc.,
- accessing background knowledge,
- ensuring students have a choice of strategies and representations when solving problems,
- identifying how students might organize their thinking (e.g., graphic organizers, anchor charts, Interactive Notebooks),
- facilitating student discourse about mathematics, and
- word walls.

Culture of Collaboration

Building a tiered system of supports in mathematics works best when teachers do not work in isolation. Teachers who work and learn together in teams capitalize on the power of collective efficacy³⁶ to ensure that all students receive the supports they need to learn grade level

³⁴ Lambert, 2024

³⁵ Steele & Honey, 2024

³⁶ Hattie, 2012; Ronfeldt et al., 2013; Stronge, 2013

mathematics standards. When educators collaborate to identify and implement student supports, both educators and students benefit.³⁷

Collaborative educators work together to:

- determine the grade-level concepts and skills students need to master,
- study the developmental learning progression of the mathematical big ideas of a unit - both within one grade level and between grade levels,
- discuss strategies and representations students may choose to show understanding,
- draw upon student assets to make connections between current learning and students' background knowledge, experiences, and strengths,
- determine how they will assess student understanding, both informally and formally, and identify needs for tiered instruction, and
- discuss how mathematics goals can be supported by other content areas, including elective and Career and Technical Education (CTE) areas.

Even when teacher teams are cross-grade level or inter-disciplinary in small schools, teachers can collaborate about mathematics instruction. Effective collaboration elevates outcomes for all students.

Data-informed Decisions

Data-informed decisions means using data systematically to make informed decisions at all levels of the system - district, school, grade, and individual student. There are many levels of data, and each serves a purpose. The Idaho Tiered Systems of Support Framework and Toolkit will provide detailed definitions of different types of assessment, guidance, and inventories for evaluating a school's assessment practices in mathematics.

In mathematics, there is a lot of data available, and recognizing when to use what data and for what purpose is essential for making the desired impact on student learning. In the book *Street Data*³⁸, these different levels are described along a continuum ranging from satellite or high-level systems data, to street data, which is data collected frequently in our classrooms and within our community. High level, or satellite data, such as [National Assessment of Educational Progress \(NAEP\)](#), known as "The Nation's Report Card," or the Idaho Standards for Achievement Test (ISAT), gives broad data as a system about what students know, and can assist in making

³⁷ NCTM, 2024

³⁸ Safir & Dugan, 2021

decisions to improve practice. There is value in this data, and it can be used to inform systems. However, this data is broad and not intended to ever be used to identify tiered instruction for students. For this guidance document, the MIG, the focus is zoomed in on street-level data.

To identify if targeted or intensive intervention or extension is needed, educators must be informed using specific street level data. This includes data centered on the current essential learning for students and is captured through informal and formal assessments. Assessments such as:

- observations during student discourse,
- anecdotal data,
- warm-ups/exit tickets, and
- student work samples.

Students are provided with multiple opportunities, over time, to make sense of the essential learning. In an asset-based learning environment, educators (and other members of the collaborative leadership team) assess from the perspective of working alongside students throughout their learning journey, paying attention to what students understand first before identifying what interventions/extensions may be needed.³⁹ By focusing first on data that shows what students already understand about the essential learning means better identification of the targeted instruction that best supports student needs.

For example, if a seventh-grade student is struggling with an essential concept such as proportional reasoning, it is best to start with assessing what the student already understands. Maybe they can create equivalent ratios and draw upon their prior knowledge or can fill out a table of values and show the relationship between values using context. Perhaps they can use manipulatives to show their understanding of proportionality by taking a ratio and doubling it. Whatever essential concept is being learned, it is important that those collecting the data have strong content knowledge and can use what students know to close the gap.

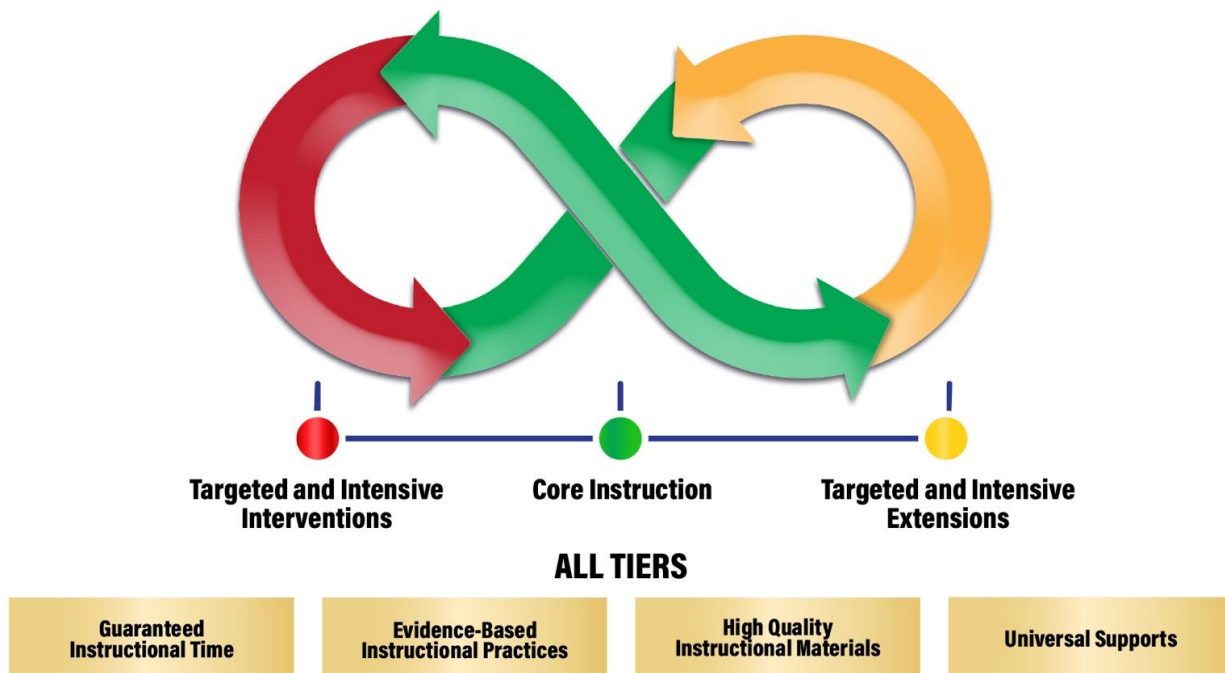
Overview: A Continuum of Tiered Supports

This section provides educators with information to support tiered instruction in mathematics. This includes Tier 1: Core, Tier 2: Targeted, and Tier 3: Intensive support. ALL students receive Tier 1 instruction, while Tier 2 and 3 supports are for students needing additional instruction, either for intervention or extension (Figure 3.2). Students identified for content specific Tier 2 support receive additional instruction beyond Tier 1, with the time allocated varying based on needs. Research on Response to Intervention provides evidence that students who receive an

³⁹ Steele & Honey, 2024

additional 20 to 30 minutes of intensive intervention three or four times a week can close gaps between them and their peers.⁴⁰ Tier 3 instruction is in addition to Tier 1 and Tier 2 instructional time. This often happens outside of instructional time designated for Tier 1 instruction.

FIGURE 3.2 CONTINUUM OF TIERED SUPPORTS



In Idaho’s vision for tiered systems of support, every student receives Tier 1 Core instruction from a state-qualified teacher. Quality Tier 1 instruction provides a safe learning environment and increases each student’s access to rigorous mathematics learning. Educators providing tiered support need to have a strong understanding of mathematics content and progressions, as well as the ability to identify individual student’s strengths and needs.

High-quality mathematics interventions and extensions are aligned with the robust Tier 1 Core instruction described in Section 2 of this document and utilize the evidence-based instructional strategies from the *Idaho Mathematics Instructional Framework* (IMIF). During extended instructional time, interventions and extensions are tailored. Mathematics interventions use more explicit attention to concepts and learning supports to help students meet learning targets, whereas mathematics extensions provide a deeper understanding of concepts. This can happen through enhanced interdisciplinary connections, project-based learning, and the

⁴⁰ Nickow et al., 2024

creative application of mathematics in real-world contexts, including applications in CTE and Science, Technology, Engineering, and Mathematics (STEM).

Both interventions and extensions are informed by learning progressions and use high-quality curricular materials and formative assessments that are aligned to grade-level standards and consistent with core instruction. They should include cognitively demanding tasks, concrete, semi-concrete, and abstract representations of mathematics concepts, and academic language that connects mathematical symbolic notation to the words it represents. Across all tiers, students are encouraged to use strategies and representations of their choice to make sense of the mathematics they are learning and to become flexible and efficient over time. Tables 3.1 and 3.2 address unproductive and productive beliefs about interventions and extensions in mathematics.

TABLE 3.1 MATHEMATICS INTERVENTIONS

Unproductive Beliefs	Productive Beliefs
Students who struggle in mathematics should be provided with interventions immediately, even if it conflicts with core instructional time.	All students receive grade-level, Tier 1 Core instruction with peers in heterogeneous classrooms.
Ability grouping or tracking for core instruction meets students' intervention needs.	Research does not support ability grouping or tracking. Heterogeneous classrooms foster rich discourse and benefit all students.
Students can receive the support they need in mathematics through an online, adaptive mathematics program.	Intervention supports are best when provided by an educator. Online adaptive systems can support core instruction, with educators closely monitoring progress data.
Purchasing additional curricula/programs for mathematics interventions is necessary.	Interventions align with Tier 1 Core Instruction and are usually included with High-Quality Instructional Materials.

TABLE 3.2 MATHEMATICS EXTENSIONS

Unproductive Beliefs	Productive Beliefs
Once students show competency of current grade-level mathematics content, the focus should be on providing them with content above grade level.	Students who have shown competency of grade-level content should be offered opportunities for extension to deepen their understanding.
Ability grouping, or tracking, for core instruction meets students' needs for extension.	Research does not support ability grouping or tracking. Heterogeneous classrooms foster rich discourse and benefit all students.

The ITSS provides detailed descriptions of the key indicators and helpful inventories for a school to evaluate mathematics instruction at each Tier. It also describes how to plan across all content areas for instructional cycles for both interventions and extensions. In mathematics, there are specific, careful considerations when identifying students, planning instruction, and implementation of tiered instruction. It is important to remember that tiered instruction is connected to the essential concepts being learned and students' continuum of learning as it relates to those topics. In other words, there is no such thing as a Tier 2 or Tier 3 student, but rather students who may be identified as needing tiered extensions or interventions for a particular concept. The following provides a good understanding of what each tier of instruction looks like in mathematics from these perspectives.

Tier 1: Core Instruction

Tier 1 Core Instruction is provided to all students using Idaho's MIF described in Section 2. It also includes differentiation of instructional strategies used by all teachers to ensure that every student in their classroom can access grade-level mathematics concepts. Tier 1 includes careful planning of everything that happens in the classroom, not just what mathematics is being taught. Intentional planning also includes, but is not limited to:

- identifying what asset-based routines to implement (e.g., Think-Write-Pair-Share, Math Language Routines, Notice and Wonder),
- accessing background knowledge,
- providing access to content (e.g., low floor, high ceiling tasks; proactive interventions)
- scaffolding and/or differentiating,

- ensuring students have a choice of strategies and representations when solving problems,
- identifying how students might organize their thinking (e.g., graphic organizers, anchor charts, Interactive Notebooks), and
- incorporating academic vocabulary and helping students use it in meaningful ways.

Implementation of Tier 1 Core Instruction emphasizes Idaho's MIF, with an understanding of the Mathematics Learning Progressions and Idaho's Content Standards for Mathematics. During Tier 1, students are provided multiple opportunities, over time, to demonstrate understanding of the most essential standards in a grade/course. Universal Design for Learning in Mathematics provides additional insights for planning and implementing Tier 1 instruction. This topic, along with data-informed decision making and collaborative teams, is discussed in Section 5 of this document. These tools are useful for teams, schools, and districts in understanding the continuum of tiered supports and in making decisions about students receiving additional support beyond Tier 1 Core instruction.

Throughout all Tiered Instruction, students are encouraged to self-assess their learning using established success criteria. The success criteria directly aligns to the learning intentions, goals, and outcomes of the essential concepts.⁴¹

Tier 2: Targeted Instruction

Tier 2 instruction occurs after data is collected for approximately 10% - 15% of students who need additional support either for targeted intervention or for deeper extensions. When more than 15% of a class needs targeted intervention, it is an indicator that core instruction may need to be adjusted or retaught.

Tier 2: Targeted Instruction- Extension

A small group of students may benefit from extension after they have shown deep conceptual and procedural understanding of current essential concepts. Tier 2 instruction that provides extension can take on many forms, including creative agency to build, explain, or construct new materials connected to the concept. The focus is to go deeper into content or to extend understanding of the concept in a broader sense. Extension in Tier 2 does not mean giving students above grade-level content.

⁴¹ Fisher, et al., 2019

Tier 2: Targeted Instruction- Intervention

A small group of students may benefit from targeted interventions after they have been given multiple opportunities, over time, in Tier 1 instruction but are still struggling with learning current concepts. Before identifying students for intervention, ensure:

- Students have had multiple opportunities, over time, in Tier 1 instruction to learn the identified learning intentions of essential concepts.
- Students have been given a variety of strategies and representations to demonstrate understanding, and are given choice in how they solve problems and explain concepts.
- Educators have gathered data using multiple measures to determine what students know and identify one or more specific skills or gaps that need additional support for the student to be proficient with the essential concept.
- Educators (instructional team) work together to identify interventions to ensure clear communication is provided so that students and parents/caregivers know the targeted areas being addressed.
- Educators have structures in place to determine what proficiency looks like of the essential concepts, and will use this information to move students out of Tier 2 interventions once they show competency.

During Tier 2 instruction, where students receive targeted intervention, the following occurs:

- Scaffolds are provided for the grade-level content being taught in Tier 1. This typically involves more explicit attention to concepts.
- Reteaching of grade-level content with concrete materials and visual models provides better access to the essential content being learned in Tier 1.
- Assessments are specific, timely, can be informal or formal, and are used as data tools to further identify what a student does know and to understand next steps to meet proficiency.
- Alignment of Tier 1 and Tier 2 means providing “just-in-time” support of essential concepts. This is different from providing “just in case” remediation, where it is assumed that students do not have background knowledge related to the topic (intervention before it is identified), or from providing no intervention and having the student fall behind.
- Personalized learning experiences that build on student assets.

- Targeted interventions mean additional time is provided for students to engage with essential concepts, helping them build a strong understanding.

Throughout all Tiered Instruction, including in Tier 2, encourage students to self-assess using success criteria established for the essential concepts during Tier 1. The success criteria directly align to the learning intentions, goals, and outcomes.⁴² It is important to remember that tiered instruction is connected to the essential concepts being learned.

Tier 3: Intensive Instruction

Tier 3 instruction may be provided to a very small group, less than five percent of students, who need more intensive, individually responsive instruction than provided in Tier 2. This support is in addition to, not in place of, Tier 1 and Tier 2 instruction and is available for either intensive intervention or extension.

Tier 3: Intensive Instruction- Extension

A small group of students may benefit from extension after they have shown deep conceptual and procedural understanding of current essential concepts and have exceeded expectations when given Tier 2 extensions. Tier 3 extensions are connected to grade level (or course level) content but include a broader perspective that can include knowledge and skills students typically learn at a later time. Projects, making further connections to other topics within and outside of math, and other opportunities that align with student interests are all possible with Tier 3 intensive extensions.

Tier 3: Intensive Instruction- Intervention

If students are struggling with learning current concepts in Tier 1, receive additional, targeted interventions in Tier 2, and still need additional support, then implementation of Tier 3 intensive interventions are the next step. Intensive interventions are individually responsive, have an increase of intensity, and require frequent use of assessment to obtain meaningful data.

The following occurs before moving students from Tier 2 targeted intervention to Tier 3 intensive interventions:

⁴² Fisher, et al., 2019

- Students have multiple opportunities, over time, in Tier 1 universal and Tier 2 targeted interventions. Data indicate that the student is not meeting goals or responding to Tier 2 interventions.
- Educators identify pre-requisite content gaps that prevent students from being successful in Tier 2 interventions that align to success criteria.
- Educators engage students, parents/caregivers, the instruction team, and other stakeholders in evaluating previous interventions.

During Tier 3 instruction, where students receive individualized intensive intervention, the following occurs:

- Ensure consistent delivery of responsive instruction with the use of scaffolds to access grade-level content being taught in Tier 1.
- Reteach skills foundational to grade level concepts that are on or below grade level.
- Provide access to grade level content, but may include pre-requisite skills from prior grades. Tier 3 relies on deeply understanding a student's individual needs as discussed and determined by the school problem solving team.
- Use of spaced practice is intentionally implemented so that students can build knowledge to obtain competency with grade level content.
- Implement flexible grouping: Tier 3 interventions are highly-individualized to address specific student needs, so they are provided in small groups, one-on-two, or one-on-one.
- Consideration of time: Tier 3 intensive interventions should ideally be scaffolded on top of Tier 2 targeted supports.
- Implement formative assessment tools frequently to identify what students do know about essential concepts and to measure progress of what students don't know.
- Analyze results of ongoing assessment data and assess each learner's progress to inform decisions regarding additional instruction, interventions, and flexible movement in and out of Tier 3.
- Customize learning supports that may help the student succeed in Tier 1 and 2 instructions.

Throughout all Tiered Instruction, including Tier 3, encourage students to self-assess using success criteria established for the essential concepts during Tier 1. Just like in Tier 2 instruction, Tier 3 instruction is connected to the essential concepts being learned and

students' continuum of learning as it relates to those topics. There is no such thing as a Tier 3 student, but we identify students who may need Tier 3 intensive interventions for a topic where they have shown a need for additional, intensive support.

The Continuum of Tiered Supports is one of four key components that will be outlined in the Idaho Tiered System of Supports Framework. Together, these components work cohesively to ensure a school system assists teams of educators as they provide access to meaningful grade level mathematics content to students, with support as needed. If students still need support and are not responding to Tier 2 and 3 interventions, there may be needs beyond what can be met within the continuum of tiered supports.

Beyond the Continuum of Tiered Supports

As soon as an educator begins to notice pervasive patterns of struggle in a student, it is helpful to create a portfolio of qualitative and quantitative evidence for an MTSS problem solving team to review when considering their recommendation for an evaluation. Feifer & De Fina⁴³ recommend using a range of evidence to build intervention plans that utilize a child's strengths while accommodating their needs. This portfolio of evidence can include multiple sources of data collected over time that demonstrate a pervasive pattern of struggle in mathematics, and it is recommended to also include student strengths. Examples of evidence include informal assessments, such as student work samples (warm-ups, tasks, exit tickets, etc.), formal assessments (diagnostic, online adaptive, etc.), anecdotal observations, student interviews, journal entries, etc. In addition, the following quantitative data can be included in a portfolio to build a student profile:

- Student level reports on state level assessments
- Universal screener data
- Student level reports from online, adaptive systems
- Grade book data including unit pre and post test data and formative assessment data
- Transcript or past report cards for longitudinal perspective
- Progress monitoring data
- Attendance data

⁴³ Feifer & De Fina, 2005

The information in Section 4: Supporting Students with Specific Learning Disabilities has helpful information and vocabulary to assist educators in discussing students they are concerned about.

When an educator and/or problem-solving team chooses to begin collecting evidence in the form of a portfolio, it is helpful if general education educators can use nationally normed assessments designed for progress monitoring on isolated mathematics concepts and skills. Up until this point in the mathematics intervention process, informal educator-created and curriculum-based assessments are sufficient and helpful for monitoring progress for tiered instruction. However, if a student is to be diagnosed with a Specific Learning Disability in Mathematics (SLDM), quantitative data comparing the student's performance to a nationally normed sample of same-age peers is needed to support a diagnosis. Another reason for more formal progress monitoring is to assess students' retention of learning over time. Notice the use of these two different terms:

Monitoring progress - ongoing, informal, formative assessments used to evaluate a student's response to instruction, provide feedback and inform instruction.

Progress monitoring - a formal process outlined in the Idaho Special Education Handbook ideally using nationally normed probes.

When choosing progress monitoring probes, consider these five criteria:

- Nationally normed
- Focused on a narrow range of isolated, foundational skills appropriate for the grade level
- Closely aligned to the intervention and core instruction the student has recently received
- Can be administered pencil and paper so that educators can analyze student errors
- Do not take more than 10 minutes for a student to complete

In addition to progress monitoring data, a portfolio of evidence (formative assessments, student work samples, observation notes, etc.) can be helpful for an MTSS problem solving team.

SECTION 4: SUPPORTING ALL LEARNERS

Throughout the Mathematics Instruction Guide, the focus is to provide guidance for all students. This section provides additional resources and information when supporting specific groups of learners.

Students with Specific Learning Disabilities

Students with disabilities can be very successful in general education mathematics classrooms when educators cultivate a culture of belonging in a mathematics learning community. While students with disabilities may have some learning challenges that impact mathematics achievement, they also have unique ways of seeing mathematics that can contribute thoughtfully to mathematical discussions. Removing students with disabilities from grade-level mathematics classrooms is rarely beneficial for them because it removes their opportunity to learn grade-level content with their peers.

Any student, regardless of other services received, may also need and receive Tier 2 or Tier 3 instruction. Students with Disabilities (SWD) must receive Tier 1 instruction and Specially Designed Instruction (SDI) as identified by the Individualized Education Plan (IEP). They may additionally receive Tier 2 or Tier 3 instruction (interventions or extensions) as determined by an individual student's needs. Tier names refer to instructional strategies or intensity of services, not the students' receiving instruction, the location of services, or the service providers. Having an IEP for mathematics is not a class placement. It defines how to individualize instruction for a specific student based on a diagnosed disability.

Diagnosing a student as having a specific learning disability in mathematics (SLDM) can be complex. Students can have low achievement scores and failing grades in mathematics for a multitude of reasons, and these external factors must be ruled out when in the process of considering whether a student has a learning disability.

- Systemic factors that can contribute to difficulties learning mathematics:
 - ineffective instruction
 - unclear learning targets
 - low quality instructional materials
 - not enough time or being removed from opportunities to learn grade-level content
- Student-level factors that can contribute to learning challenges in mathematics:

- emotional trauma
- mental health challenges
- executive functioning challenges such as organization or inability to focus
- not completing assignments
- mobility between districts/schools
- experiencing poverty, housing difficulties, or other home-based challenges
- limited language skills due to disability or being a multilingual student (English Learner)

Non-mathematics specific disabilities (e.g. dyslexia, ADHD, autism, depression, visual-spatial disabilities, etc.) and students' mindsets and confidence can impact their mathematics learning and achievement.⁴⁴ Thus, a student may have mathematics difficulty without having a biologically-based specific learning disability in mathematics.⁴⁵ As outlined in the Idaho Special Education Handbook, the term "specific learning disability in mathematics (SLDM)" is reserved for students who have been evaluated and diagnosed by a qualified professional. The term "mathematics difficulty" can be used to describe students who have low mathematics achievement for unknown, complex reasons. Universal screeners are designed to identify students who may experience a mathematics difficulty, not to diagnose an SLDM. Students who do have an SLDM may have a disability called Dyscalculia.

In a mathematics classroom, each student with a disability has their unique learning profile that includes both learning strengths as well as challenges. When teachers take the time to analyze student work, help students self-assess, have conversations about learning challenges, and design accommodations, students with disabilities can be very successful in a mathematics classroom. It is also helpful for general education teachers to educate themselves about the specific type of disability a student in their classroom may have. There is no "one size fits all" approach to all students with disabilities, even among students who have the same disability. As much as possible, keeping students in grade level mathematics instruction with their peers will best prepare them for the same bright future that we want for all students.

Some specific strategies that can be implemented in all mathematics classrooms that can be helpful for many students with disabilities include:

⁴⁴ Hattie, 2012; Boaler, 2015

⁴⁵ Mazzocco, 2005; Gersten et al., 2005

- Pre-teaching a mathematics task to provide a starting place before they work with a group
- Reteaching key content and mathematics vocabulary after group problem solving experiences
- Visual aids such as cue cards, multiplication charts, hundred boards
- Visual models and manipulatives
- Changing the numbers in a problem to make the problem simpler
- Color coding steps to a procedure
- Cue card that lists strategies for approaching a rich task
- Cue cards to help them remember steps to a procedure
- Interactive notebooks
- Foldables to organize relationships between concepts
- Schema diagrams to represent different types of mathematics operations
- Error analysis of work samples
- Strategy cards to help them remember tricky math facts and use facts they know to find the answers to facts they do not know
- Short comprehension checks after key learning experiences
- Providing directions visually, not just orally
- Support in finding the math in a word problem and translating the language to mathematical notation
- Explicit instruction on the notation of math to assist with attaching meaning to mathematical symbols
- Peer-assisted learning

Calculators and computer applications

In addition to the strategies mentioned above, it may be helpful for general education teachers to understand Dyscalculia, a learning disability specific to how the brain processes numbers and numerical concepts. General education teachers are the front line for recognizing pervasive patterns in students who may have a specific learning disability in mathematics. With this knowledge, teachers can confidently advocate for students who may need the extra support that Special Education can provide throughout a student's mathematics education.

Dyscalculia

“Dyscalculia is a difficulty in conceptualizing numbers, number relationships, outcomes of numerical operations, and estimation, that is, what to expect as an outcome of an operation.”⁴⁶ An estimated 5 to 8 percent of children have this disability.⁴⁷ Dyscalculia can be developmental (present from birth) or acquired (developed after birth, sometimes from a brain injury or stroke). Developmental dyscalculia is characterized by difficulty subitizing, or quickly pairing a number word with an amount of objects.⁴⁸ The ability to subitize develops at a young age, allowing for this symptom of dyscalculia to be identified as early as first grade.

Students with dyscalculia may struggle to develop conceptual understanding of some aspects of counting, and as a result, learn to complete mathematical tasks using different strategies, such as sequencing and memorizing (see footnote 47 for reference). However, when the content gets too immense, their counting strategies may become cumbersome and inefficient. This often occurs in third and fourth grade as students encounter multiplication and operations with multi-digit numbers.

Dyscalculia has been categorized into three subtypes.⁴⁹ While researchers use different labels for them, this guide is using the naming of the subtypes established by Geary (see footnote 48 for reference): procedural, semantic, and visuospatial. While each subtype has specific types of challenges, students with Dyscalculia can compensate for things that may be difficult for them by learning mathematics through their strengths. For this reason, it is important for teachers who work with students who have Dyscalculia to strive to understand both a student’s unique challenges in learning mathematics and also their unique strengths that can help them learn mathematics in meaningful ways.

For example, a student with the procedural subtype of Dyscalculia may have difficulty with remembering procedures, which is related to the inability to convert symbols to meaning. This student could be fluent in memorizing math facts, using visual models and has good number sense. A student with the semantic subtype of Dyscalculia may have difficulty counting and calculating and be very strong in determining magnitude and understanding mathematical vocabulary and concepts. A third student with the visuospatial subtype may have difficulty visualizing an internal number line and have poor sense of magnitude, demonstrated by difficulty ordering numbers. A student with this subtype can be very successful interpreting story problems and attaching language to symbols. These examples demonstrate how

⁴⁶ Sousa, 2014

⁴⁷ Geary, 2004

⁴⁸ Sousa, 1998; Von Aster & Shalev, 2007; Clements, 1999

⁴⁹ Sousa, 2014; Feifer & De Fina, 2005 ; Von Aster, 2000; Geary, 1993; Geary, 2004

differently Dyscalculia can look in a mathematics classroom. Intervention that helps teachers diagnose both strengths and struggles for these students is the best way to help them be successful. Capitalize on their strengths to accommodate for their struggles.

The different subtypes of dyscalculia, along with the fact that other learning disabilities can impact mathematics achievement, makes diagnosis of a specific learning disability in mathematics challenging. It is often difficult to identify the level to which cultural and linguistic factors or the pace of child development are impacting a student's mathematics performance. A child in the early primary grades who appears to have a SLDM may instead be delayed in the development of cognitive processes needed to mentally manipulate numbers. With appropriate early intervention, these students often move past their mathematics difficulties as their brain develops. Students with dyscalculia typically struggle with mathematics throughout their lives and will need strategically designed instruction and intervention to be successful in mathematics.

English Learners

Effective mathematics instruction for English Learners (ELs) should prioritize mathematical reasoning and communication skills. A valuable resource for this approach is the research-based framework "Principles for the Design of Mathematics Curricula: Promoting Language and Content Development" by Zwiers⁵⁰, developed at Stanford. This resource supports the development of both language and content knowledge. It outlines design principles and mathematics language routines that assist teachers in addressing the specific academic language demands inherent in mathematics lessons, such as reading, writing, speaking, listening, conversing, and representing mathematical concepts.⁵¹ This framework is particularly effective in supporting linguistically and culturally unique students who are learning mathematics while acquiring English.

- The Design Principles include:
 - Design Principle 1: Support sense-making
 - Design Principle 2: Optimize output
 - Design Principle 3: Cultivate conversation
 - Design Principle 4: Maximize linguistic and cognitive meta-awareness
- The Mathematics Language Routines include:

⁵⁰ Zwiers et al., 2017

⁵¹ Aguirre & Bunch, 2012

- MLR1: Stronger and Clearer Each Time
- MLR2: Collect and Display
- MLR3: Critique, Correct, and Clarify
- MLR4: Information Gap
- MLR5: Co-Craft Questions and Problems
- MLR6: Three Reads
- MLR7: Compare and Connect
- MLR8: Discussion Supports

Students do not need to understand a language completely before they can start making sense of academic content and negotiate meaning in that language. Language learners at all stages of acquisition can and should engage with grade-level content that is appropriately scaffolded. Students need multiple opportunities to discuss their mathematical thinking, negotiate meaning with others, and collaboratively solve problems, with targeted guidance from the teacher.⁵²

Disciplinary language development occurs when students use their developing language to make meaning and engage with challenging disciplinary content understandings that are beyond students' current mathematical ability to solve independently. However, these tasks should include temporary support that students can use to make sense of what is being asked of them and to organize their thinking. Learners with emerging language – at any level – can engage deeply with central disciplinary ideas under specific instructional conditions.⁵³

Students learning English benefit from being aware of how language choices are related to the purpose of the task and the intended audience, especially if an oral or written report is required.

Additionally, Moschkovich⁵⁴, notes the aim is to shift the focus from rigid language demands to a more holistic approach that recognizes the multiple ways in which students communicate mathematically. By emphasizing reasoning, encouraging multiple forms of expression, and valuing students' different linguistic backgrounds, educators can create mathematics classrooms where ELs feel empowered to participate and succeed in mathematical discussions.

⁵² Cazden, 2001; Moschkovich, 2013

⁵³ Walqui & Van Lier, 2010

⁵⁴ Moschkovich, 2015

Key Points and Strategies⁵⁵

1. **Emphasizing Mathematical Meaning Over Correct Language Use:** Focusing too much on linguistic correctness can hinder ELs participation in mathematical discussions. Instead, educators should prioritize students' mathematical reasoning and ideas, even if their language use is not entirely precise. By valuing their conceptual contributions, educators can create a more inclusive and productive learning environment.
2. **Encouraging Multiple Modes of Communication:** Mathematical understanding is conveyed not just through words, but also through gestures, symbols, diagrams, and objects. Allowing students to express their ideas using a variety of representations, as this can bridge language barriers and foster deeper understanding.
3. **Building on Students Existing Language Resources:** Rather than viewing ELs home languages or informal ways of speaking as deficits, educators can view them as assets, or valuable resources. Students should be allowed to use their first language, informal speech, or partial English phrases to articulate their mathematical thinking. Educators can then guide them towards more formal mathematical discourse over time.
4. **Revoicing and Expanding Student Contributions:** Educators can support ELs by revoicing or restating their ideas in a way that maintains their original meaning while incorporating more precise mathematical vocabulary. This helps students see how their informal explanations connect to formal mathematical language without discouraging their participation.
5. **Creating Opportunities for Peer Discussion:** Collaborative learning and peer discussions can be powerful tools for ELs. When students engage in small-group discussions, they have more opportunities to use and refine mathematical language in a low-pressure setting. This also allows them to learn from their peers through meaningful interactions.
6. **Focusing on Conceptual Understanding Rather Than Vocabulary Memorization:** Instead of treating mathematics vocabulary as a prerequisite for understanding concepts, embed it naturally within mathematical discussions and problem-solving activities. This approach ensures that language acquisition occurs in context and is meaningfully connected to mathematical thinking.

⁵⁵ Moschkovich, 1999

Students who are Mathematically Talented

When students who are exceptionally talented in mathematics demonstrate extraordinary aptitude beyond their grade-level peers, their data shows a need for Tier II or Tier III extensions. For these few students (typically less than five percent of the population), allowing exploration of more mathematics at a different pace than the rest of the class or using flexible, between-class peer-based grouping may be appropriate. Students are best served when depth is prioritized before acceleration. Even with depth, some advanced students benefit from a faster pace and other instructional strategies simultaneously (but not skipping grade level standards).

Students who are mathematically talented often think about mathematics in nuanced and complex ways.⁵⁶ This is why it is important that educators have deep pedagogical content knowledge and understand the underpinnings and connections to help students explore complex mathematics appropriately.⁵⁷ Schools should work to incorporate flexible grouping within and between classrooms for mathematically exceptional students.

Meeting the needs of advanced learners in mathematics intervention requires a thoughtful approach that challenges them while ensuring they continue to grow.

Key Strategies:

- **Differentiation:** Replace grade-level tasks with more complex problems, open-ended questions, and opportunities for deeper exploration.
- **Compacting:** Allow students to move ahead in the curriculum at their own pace, possibly through telescoping lessons and/or skipping redundant material.
- **Extension:** Introduce real-world applications, interdisciplinary connections, and project-based learning to keep them engaged.
- **Flexible Grouping:** Pair advanced learners with peers who share similar abilities or interests to foster collaboration and discussion. Avoid asking advanced students to support peers who are struggling.
- **Personalized Learning:** Use technology, adaptive software, or independent study projects tailored to their strengths and interests.
- **Encouraging Mathematical Thinking:** Focus on reasoning, problem solving, and creativity rather than procedural fluency alone.

⁵⁶ Leikin et al., 2017

⁵⁷ Goldin, 2017

The TCM is similar to Jerome Bruner’s 1960s theory of learning, which highlights the three stages of conceptual understanding: enactive, iconic, and symbolic.⁶¹ For a number of years, this has been referred to as Concrete, Representational, and Abstract (CRA) in both mathematics education and special education research. Recently, both communities shifted to using the terms Concrete, Semi-concrete, and Abstract (CSA) in recognition that all three are mathematical representations.⁶² A key difference between the two is that the Triple-Code Model describes this translation between coding systems as a constant interaction in the brain, whereas Bruner’s theory sees the learning as a progression.

Research continues to emerge, but what is widely agreed upon and supported by neuroscience is that learning mathematics occurs through language and the visualization of the magnitudes associated with mathematical symbols. It also does not happen in a single part of the brain that processes numerical symbols.⁶³ The National Council of Teachers of Mathematics and Council for Exceptional Children⁶⁴ emphasizes the importance of students developing mathematical understanding through these representations and the connections between them. The practice of teaching with multiple representations is expanded upon in Section 2 under Teaching Practice 3: Use and Connect Multiple Representations.

The Idaho Math Rope: Five Strands of Mathematical Proficiency

Idaho’s K-12 mathematics goals focus on supporting all students in developing mathematical thinking and proficiency. In *Adding It Up*,⁶⁵ the National Research Council presents mathematical proficiency as five interwoven strands, which we have adopted as the Idaho Math Rope (Figure 5.2). In mathematics, the interwoven strands highlight that proficiency is about developing a flexible, connected understanding. A deep mathematical understanding occurs when learners make and use connections to build knowledge and solve problems. Reading also has a visual rope (Scarborough’s Reading Rope) showing how multiple strands work together; however, reading proficiency is about a fixed sequence of skills. Unlike reading, mathematical proficiency is not about a fixed sequence of skills—it’s about developing flexible, connected understanding. A deep mathematical understanding allows learners to connect pieces of knowledge and use these connections to productively solve problems. Understanding mathematics is more than mastery of arithmetic procedures. The *Idaho Comprehensive*

⁶¹ Driscoll, 2005

⁶² IES30, 2021

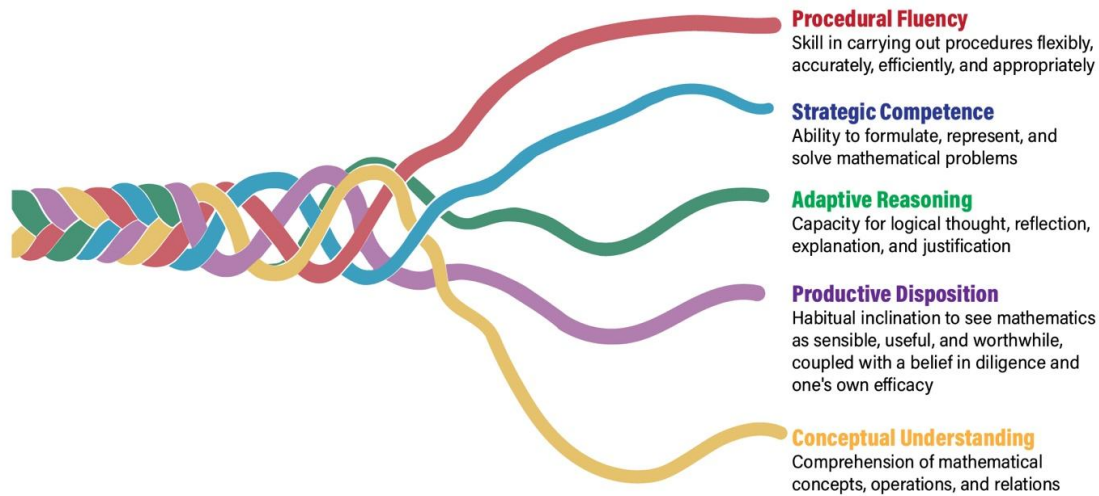
⁶³ Boaler et al., 2016

⁶⁴ NCTM & CEC, 2024

⁶⁵ National Research Council. 2001

Mathematics Plan (CMP) calls for educators to address all aspects of the Idaho Math Rope using the practices outlined in the MIF.⁶⁶

FIGURE 5.2 THE IDAHO MATH ROPE



Educator and Student Actions to Deepen Understanding

Mathematical proficiency means more than just getting the right answers—it's about helping students truly understand and use mathematics in their daily lives. When students see mathematics as relevant and meaningful, they are better prepared to use it in school, at work, and in everyday decision-making. A strong education focuses on building skills for solving real-world problems so that students don't just memorize rules, but learn how to think and reason mathematically.

Parents, educators, as well as industry, employers, community members, and policymakers should have shared expectations regarding mathematics proficiency. This includes recognizing the importance of supporting children's understanding, not just their speed, and of balancing conceptual understanding, procedural fluency, and problem solving. Furthermore, mathematics education should promote deep, lasting learning rather than simply preparing students to perform on tests. Mathematical proficiency isn't just for the classroom—it prepares students for life by helping them think critically, solve problems, and build confidence in tackling real-world challenges. Recommended educator and student actions to support students' development are aligned to each strand of the Five Math Proficiencies in Table 5.1.

⁶⁶ CMP, 2025

TABLE 5.1 THE FIVE MATH PROFICIENCIES WITH ACTIONS⁶⁷

Idaho Math Rope Strand	Educator Actions	Student Actions
Conceptual Understanding	• Make mathematics accessible to students through CSA representations. • Proactively facilitate multiple access points for students. • Elicit and use multiple representations while integrating and eliciting student thinking. • Ask students to give a visual proof of their solution.	• Demonstrate understanding of concepts in multiple ways. • Make connections between representations. • Understand rough draft math⁶⁸, or that revising our work is part of perseverance and the mathematical process. • Use multiple modes of communication to convey solution(s) and explain what the solution(s) mean in context.
Procedural Fluency	• Provide opportunities for spaced practice of concepts. • Frequently assess students' understanding using a variety of formats. • Help students identify flexible and efficient strategies. • Engage in games that involve strategy and the use of procedural fluency. • Use various modes of explanation, including written, verbal, and diagrams. • Use precise mathematical language when describing strategies.	• Accurately use a procedure on a novel problem or new number set. • Demonstrate flexibility in using strategies. • Recognize and justify when one strategy is more efficient than others. • Identify, use, and communicate multiple pathways to a solution. • Find and analyze errors in their work and others' work to show an understanding of the procedures and why they work.
Strategic Competence	• Develop content and pedagogical knowledge to use various strategies and	• Ask peers about strategies selected to compare with their own.

⁶⁷ NCTM, 2024

⁶⁸ Jansen, 2020

Idaho Math Rope Strand	Educator Actions	Student Actions
	progressions and allow multiple ways to solve problems. ● Provide class discussions on the efficiency of different strategies through questioning. ● Anticipate strategies that may arise during instruction and create intentional questions to engage and develop strategies. ● With an instructional goal in mind, create a problem that can be solved multiple ways. ● Provide feedback on student processes.	● Reflect on which strategies are best used and when to use them. ● Recognize that if they arrive at a solution that does not make sense, there is another strategy to try. ● Formulate mathematical problems, represent, and solve them. ● Explain other students' solution strategies and connect to their own.
Adaptive Reasoning	● Make connections to prior knowledge to further student thinking. ● Utilize protocols for students to justify their mathematical claims and respond to others'. ● Anticipate student strategies and plan responses. ● Listen and respond to student thinking. ● Create a classroom culture that values sharing initial thinking, think- alouds, and rough drafts.	● Find and correct errors, recognizing that mistakes can deepen their knowledge. ● Identify multiple strategies to approach a problem and justify the approach used. ● Justify changes to their approach. ● Provide informal and formal explanations and justifications. ● Apply what they learned from one idea or task to a new scenario. ● Ask and answer questions to clarify a task.
Productive Disposition	● Believe every student is capable of learning mathematics. ● Use contextual thinking tasks	● Believe they can use mathematics to solve problems in their community. ● Persevere in learning new

Idaho Math Rope Strand	Educator Actions	Student Actions
	and encouragement to support students' development of perseverance. • Help students demonstrate mastery through real world mathematics connections. • Model utilizing mistakes and multiple strategies through think-alouds.	concepts. • Recognize there are a variety of strategy options when approaching a mathematics problem. • Share their thinking and make sense of the approach taken by others. • Share how they have identified and corrected mistakes as a part of learning.

CONCLUSION

The *Comprehensive Math Plan*, the *Math Instructional Guide* and the forthcoming *Idaho Tiered Systems of Support Framework and Toolkit* documents provide Idaho schools and districts with a cohesive plan and a call to action to address systemic achievement in mathematics. We must examine whether it is truly the students who are failing mathematics, or whether it is our system failing our students. The Idaho Math Initiative acknowledges that high-quality education in mathematics is critical to provide a promising future for students individually, as well as collectively, to ensure a thriving Idaho.

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For Questions Contact

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**IDAHO DEPARTMENT OF EDUCATION
AUGUST 12-13, 2026**

SUBJECT

Praxis Steps Modular Assessment

BACKGROUND

Applicants seeking a Standard Instructional Certificate must demonstrate proficiency in their requested endorsement area, as required by IDAPA 08.02.02.015.01.d. Each candidate must meet or exceed the state qualifying score on the applicable content area assessment(s) approved by the State Board of Education (Board). The Educational Testing Service (ETS) Praxis subject assessments are Board approved content area assessments.

In June 2026, the Board approved the use of the new Elementary Fundamentals 8000 series developed by ETS for Idaho certification. Beginning in fall 2026, ETS will launch Praxis Steps for the Elementary Fundamentals 8000 series. Praxis Steps is a modular approach to completion of the content area assessments. Praxis Steps allows a candidate to take a Praxis test over time, banking results along the way. The result for each Step is applied toward the candidate's overall test score. If a candidate takes a Steps-enabled Praxis assessment in one sitting and does not pass, the candidate can retake only the Steps they did not pass.

PROPOSAL

The Idaho State Department of Education (Department) proposes Board adoption of the Praxis Steps modular assessment for educator candidate use beginning in the 2026-2027 academic year. The Department presented this option to the Professional Standards Commission (PSC), and the PSC voted to recommend Board approval.

The Praxis Steps modular assessment approach to licensure testing breaks the content exams into smaller, focused sections. Candidates can choose to take the full test at once or complete individual Steps over time, giving them flexibility in pacing and scheduling. There are differences in the costs associated with taking and re-taking the Praxis Elementary Education Fundamentals 8000 Series using these approaches.

Test Approach	# of Tests	Cost per Test	Total Elem. 8000 Series Cost	Retake Costs
Praxis Steps	4 content area tests split into 3 Steps = 12 Steps	\$118.50 per content area (\$39.50 per step)	\$474.00	• Candidate retakes the Step Test(s) not passed. Step Tests are \$39.50 each.
Praxis standard	4 content area tests	\$79.00 per content area	\$199.52 (discounted if purchased together), <u>or</u> \$316.00 (purchased individually)	• Candidate close to passing (within 1 standard error): Praxis Bridge learning module(s) at \$50.00 each. • Candidate not close to passing: full content area test at \$79.00.

Praxis Steps is also beneficial to educator preparation programs, as it provides visibility into candidates' granular, Step-level data which can be leveraged for focused candidate remediation, curriculum refinement, and program improvements.

IMPACT

The Board's adoption of the Praxis Steps modular approach to testing will allow candidates the following test completion options beginning in the 2026-2027 academic year:

- Praxis Steps – completing the content area assessment in smaller sections during their time in educator preparation and banking their score.
- Praxis standard – completing the content area assessment or as a single, larger assessment at the conclusion of preparation.

Praxis Steps will initially only be available for the Elementary Education Fundamentals 8000 series. However, Praxis anticipates integrating the Praxis Steps approach into other content area assessments in the future.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff are supportive of educator preparation candidates having multiple pathways to completion of Praxis content area assessments. If the Board approves the Praxis Steps approach, it will be important for the Department and educator preparation programs to be transparent in describing test taking options and associated costs.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Praxis Steps Flyer

BOARD ACTION

I move to approve the Praxis Steps modular assessment pathway for approved Praxis content area assessments for teacher certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

IDAPA 08.02.02.015.01.d Standard Instructional Certificate

IDAPA 08.02.02.017.01 Content, Pedagogy and Performance Assessment for Certification

REFERENCE

April 2025

Board approved Praxis Bridge alternate content area assessment pathway, with three-year retroactive

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June 2025	eligibility. Board approved the adoption of Praxis 8001 and its cut scores to replace 7001.
August 2025	Board approved the adoption of Praxis assessments and qualifying scores for 5589 Middle School Social Studies, 5758 ParaPathways: Reading and Writing, and 5759 ParaPathways: Mathematics.
June 2026	Board approved the adoption of Praxis assessments and qualifying scores for the Elementary Education Fundamentals series 8003-8006.



Praxis Steps: Expanding Flexibility and Insights with Modular Testing

Praxis Steps is a modular approach to licensure testing that breaks the exam into smaller, focused sections. Candidates can choose to take the full test at once or complete individual Steps over time—giving them flexibility in pacing and scheduling. Educator preparation programs and states gain actionable insights at each stage to help ensure teacher readiness, support progression, and uphold quality standards within the profession.

Benefits of Praxis Steps

Flexibility

Allows candidates the flexibility to take the full test at once or complete smaller “Steps” that align with coursework, empowering candidates to control their testing journey.

Targeted Retakes

Enables candidates to retake only the Step needing improvement, streamlining the path to licensure while saving time and reducing costs.

Data-Driven Insights

Offers more granular data at the Step level to drive program improvements and provide targeted support to help candidates master essential content.

More Ways to Succeed

Provides more options for candidates to take and pass their tests, reducing barriers to certification without sacrificing quality.

Get Started

Give your candidates—and your programs—the advantage of a flexible, innovative testing experience. Praxis Steps will launch with the Elementary Education Fundamentals tests. Connect with your Director of Educational Partnerships today!



One Test. Multiple Paths to Success.

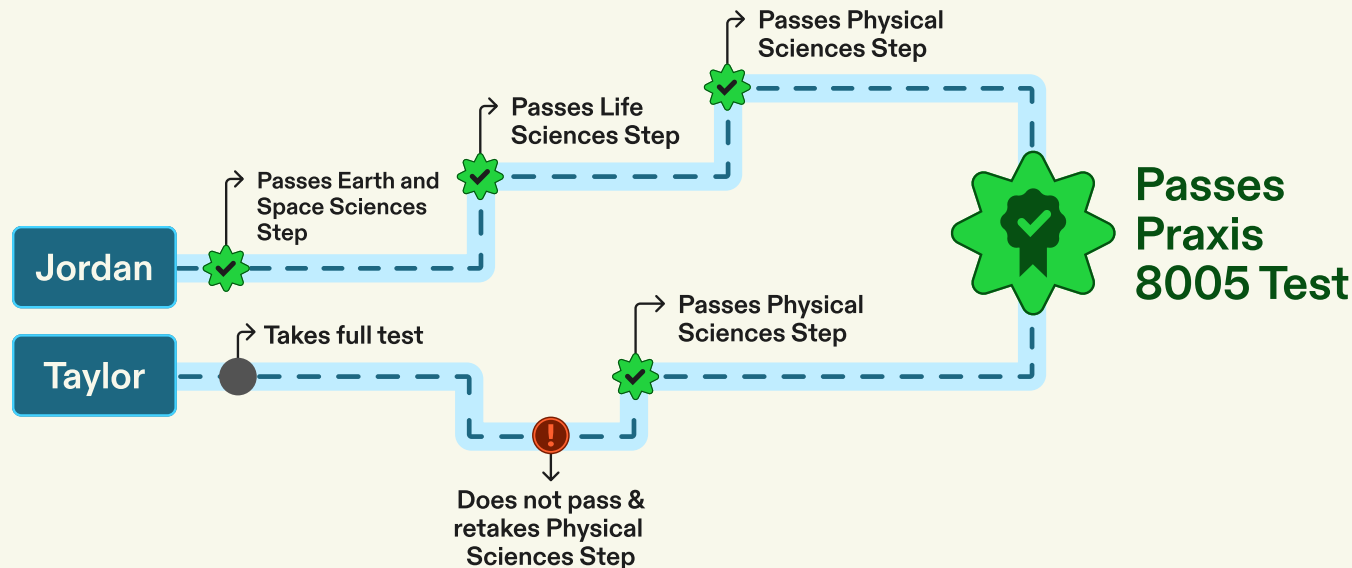
Discover how Jordan and Taylor each achieve success with the Elementary Education Fundamentals Science (8005) test.

Progression Path

Jordan takes each Praxis Step as she completes coursework, banking passing scores along the way. By graduation, all Steps are complete—and she earns her passing Praxis 8005 score.

Targeted Retake Path

Taylor takes the full Praxis 8005 test. He doesn't pass—but Praxis Steps shows exactly where he fell short. He retakes only the Step he needs, passes it, and earns his passing Praxis 8005 score.



SUBJECT

2026 Curricular Materials Review

BACKGROUND

The curricular materials review and adoption process is established in Sections 33-118 and 33-118A, Idaho Code and further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material, and internet-based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple-adoption state and selects a number of materials in a designated subject area from a variety of publishing companies.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career technical education, counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency.

The Curricular Materials Selection Committee (Committee) is made up of five Board-appointed members who each serve a five (5)-year term and is responsible for overseeing the curricular materials adoption process for the state of Idaho. The Committee's Executive Secretary is an employee of the Idaho Department of Education (Department) and a voting member of the committee.

The Committee consists of not less than ten (10) total members from the following stakeholder groups:

- Certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- Parents
- Trustees
- Local board of education members
- Members of the Division of Career Technical Education
- Idaho Department of Education personnel

Certified classroom content specialists complete an individual review to evaluate all materials against Idaho Content Standards and specific course requirements. The Committee meets for approximately one week in June to review and audit all independent and consensus reviews for alignment to Idaho Content Standards and specific course requirements. The Committee then votes and provides its recommendations to the State Board of Education (Board). All meetings of the Committee are open to the public.

PROPOSAL

One hundred eight (108) content area specialists assisted eleven (11) Committee members in the evaluation of curricular materials and related instructional

materials. The Committee's recommendations regarding adoption are catalogued in Attachment 1.

The subject areas included in the 2026 curricular materials review included:

- K-12 Arts and Humanities
- K-12 World Languages
- K-12 Computer Applications
- K-12 Computer Science
- Grades 9-12 Digital Literacy
- Driver Education
- Career & Technical Education
- AFNR: Agriculture Welding
- Ag Small Engine Repair
- Plant and Soil
- BME: Business Management
- ETE: Network Support
- Programming and Software Development
- FCSHS: Cosmetology
- HPPS: Nursing Assisting
- TI: Electronics Technology; Aircraft Maintenance; Welding.

IMPACT

The curricular review and adoption process helps to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at a guaranteed low contract price for the length of the adoption cycle while maintaining local control in the choice of instruction materials.

If the Board accepts the recommendation of the Committee and adopts the materials, the Department executes contracts with the publishing companies and the listing of newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The process the Department uses for review and recommended adoption of curricular materials is thorough and aligned to applicable state laws.

Board staff recommends approval.

ATTACHMENTS

Attachment 1– 2026 Curricular Materials Review Recommendations
Attachment 2 – Curricular Materials Selection Committee Roster
Attachment 3 – Regional Center Locations

BOARD ACTION

I move to approve the recommendations of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials as provided in Attachment 1 for the following content areas: Arts and Humanities K-12; World Languages K-12; Computer Applications K-12; Computer Science K-12; Digital Literacy 9-12; Driver Education; and Career & Technical Education Agriculture Welding, Ag Small Engine Repair, Plant and Soil, Business Management, Network Support, Programming and Software Development, Cosmetology, Nursing Assisting, Electronics Technology, Aircraft Maintenance, and Welding.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-118, § 33-118A,
Adoption procedures IDAPA 08.02.03.128 – Rules Governing Thoroughness,
Curricular Materials Selection and Online Course Approval
Board Policy IV.B.9.

REFERENCE

August 2022	Board approved recommendations made by the Curricular Materials Selection Committee for K-12 mathematics and K-12 English language learner curricular materials.
October 2022	Board approved recommendations made by the Curricular Materials Selection Committee for K-12 mathematics and K-12 English language learner curricular materials.
August 2023	Board approved the recommendations made by the Curricular Materials Selection Committee for curricular materials for K-12 mathematics.
August 2024	Board approved the recommendations made by the Curricular Materials Selection Committee for K-12 English language arts and health and K-12 health and physical education curricular materials.
August 2025	Board approved the recommendations made by the Curricular Materials Selection Committee for K-12 science and K-12 career technical education.

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ATTACHMENT 1

Attachment 1

Content	Publisher	Title	Rating
A&H: MA 9-12	Cengage	Adobe Design Collection Revealed	Basic
A&H: MA 9-12	Cengage	Adobe Photoshop Creative Cloud Revealed	Basic
A&H: Music 6-12	Pearson	Rock and Roll: Its History and Stylistic Development, 8th Edition	Not Recommended
A&H: Music K-5	QuaverMusic	QuaverMusic Kindergarten Idaho Curriculum	Comprehensive
A&H: Music K-5	QuaverMusic	QuaverMusic Grade 1 Idaho Curriculum	Comprehensive
A&H: Music K-5	QuaverMusic	QuaverMusic Grade 2 Idaho Curriculum	Comprehensive
A&H: Music K-5	QuaverMusic	QuaverMusic Grade 3 Idaho Curriculum	Comprehensive
A&H: Music K-5	QuaverMusic	QuaverMusic Grade 4 Idaho Curriculum	Comprehensive
A&H: Music K-5	QuaverMusic	QuaverMusic Grade 5 Idaho Curriculum	Comprehensive
A&H: Theatre 6-12	Pearson	Theater, Cinema, Film Production 1a/1b	Component
A&H: VA K-12	The Art of Education	FLEX Curriculum	Comprehensive
CS: HS CS	Cengage	New Perspectives Computer Concepts Comprehensive	Basic
CS: HS CS	Cengage	Discovering Computers: Digital Technology, Data, and Devices	Component
CS: HS CS	Cengage	CS: Programming Logic & Design	Basic
CS: HS CS	Code HS	Idaho High School Computer Science	Comprehensive
CS: HS CS	McGraw Hill	Exploring Digital and Information Technology: An Introduction to Computer Applications	Component
CS: HS CS	Pearson	Fundamentals of Computer Science, 1st Edition	Not Recommended
CS: HS CS	Pearson	Principles of Information Technology 1a/1b	Comprehensive

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ATTACHMENT 1

Content	Publisher	Title	Rating
CS: HS CS	Savvas	Outlier Computer Science 9-12	Component
CS: HS CS	Skill Struck	Skill Struck Voyage, Exploring Computer Science, Grades 9-12	Comprehensive
CS: HS DigLit	Code HS	Idaho Digital Literacy	Comprehensive
CTE: AFNR Ag Welding	Cengage	AFNR Ag: Welding: Principles and Applications	Basic
CTE: AFNR Ag Welding	CEV Multimedia	iCEV Agricultural Science Site - Agriculture Welding	Comprehensive
CTE: AFNR Ag Welding	McGraw Hill	Careers and Basics of Agriculture	CTE Pathway Supplemental
CTE: AFNR Ag Welding	Pearson	Agricultural Technology Welding and Fabrication, 1st Edition	CTE Pathway Supplemental
CTE: AFNR P&S	Cengage	Plant & Soil Science: Fundamentals and Applications	Comprehensive
CTE: AFNR P&S	CEV Multimedia	iCEV Agricultural Science Site - Plant and Soil	Comprehensive
CTE: AFNR P&S	Pearson	Introduction to Horticulture, Landscaping, and Floral Design 1st Edition	Basic
CTE: AFNR P&S	Pearson	Agriscience 2a/2b	CTE Pathway Supplemental
CTE: AFNR SER	CEV Multimedia	iCEV Agricultural Science Site - Agriculture Small Engine Repair	Comprehensive
CTE: AFNR SER	Pearson	Automotive Technology: Principles, Diagnosis, and Service, 7th Edition	Not Recommended
CTE: AFNR SER	The Goodheart-Willcox Co	Small Gas Engines, 12th Edition	Comprehensive
CTE: BME BM	Cengage	Principles of Business	CTE Pathway Supplemental
CTE: BME BM	CEV Multimedia	iCEV Business, Marketing, Finance, IT & Media Site	Comprehensive
CTE: BME BM	McGraw Hill	Dynamic business Law	CTE Pathway Supplemental
CTE: BME BM	McGraw Hill	Careers and Basics of Business, Marketing, and Finance	CTE Pathway Supplemental
CTE: BME BM	Pearson	Business Essentials, 1st Edition	Basic

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ATTACHMENT 1

Content	Publisher	Title	Rating
CTE: BME BM	Pearson	Management 1a/1b	Basic
CTE: BME BM	Savvas	Outlier Dual Enrollment Intro To Business	CTE Pathway Supplemental
CTE: BME BM	Savvas	Outlier Dual Enrollment Financial Accounting	CTE Pathway Supplemental
CTE: BME BM	Savvas	CTE 2026 Digital Information Technology 1	CTE Pathway Supplemental
CTE: BME BM	Savvas	CTE 2026 Microsoft Excel Expert	CTE Pathway Supplemental
CTE: BME BM	Savvas	CTE 2026 Microsoft Word Expert	CTE Pathway Supplemental
CTE: BME BM	Savvas	CTE 2026 Communication Skills for Business	Not Recommended
CTE: BME BM	Savvas	CTE 2026 Personal Finance	CTE Pathway Supplemental
CTE: BME BM	Savvas	CTE 2026 Intuit Personal Finance	CTE Pathway Supplemental
CTE: BME BM	Savvas	CTE 2026 Introduction to Marketing	CTE Pathway Supplemental
CTE: BME BM	Savvas	CTE 2026 Entrepreneurship and Small Business	CTE Pathway Supplemental
CTE: BME BM	The Goodheart-Willcox Co	Principles of Management, 2nd Edition	Basic
CTE: ETE NS	Cengage	Guide to Networking Essentials	CTE Pathway Supplemental
CTE: ETE NS	Savvas	CTE 2026 Networking	CTE Pathway Supplemental
CTE: ETE NS	The Goodheart-Willcox Co	Network Fundamentals, 4th Edition	CTE Pathway Supplemental
CTE: ETE P&S Dev	Cengage	Programming Logic & Design	Basic
CTE: ETE P&S Dev	McGraw Hill	Foundations of Programming: Software Engineering	Not Recommended
CTE: ETE P&S Dev	McGraw Hill	Skills and Pathways: Computing in Today's World	Not Recommended
CTE: ETE P&S Dev	Pearson	Computer Science: A Problem-Solving Approach, 1st Edition	CTE Pathway Supplemental

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Content	Publisher	Title	Rating
CTE: ETE P&S Dev	Pearson	Programming 1a/1b	CTE Pathway Supplemental
CTE: ETE P&S Dev	Skill Struck	Skill Struck Voyage, Idaho Programming and Software Development (PCEP Prep Course), Grades 9-12	Comprehensive
CTE: FCSHS Cos	Cengage	Milady Package (contains Milady Standard Cosmetology	Comprehensive
CTE: FCSHS Cos	Cengage	CIMA ExamReady for the Cosmetology NIC National Exam	CTE Pathway Supplemental
CTE: FCSHS Cos	Pearson	Cosmetology 1/2a/2b/3a/3b	CTE Pathway Supplemental
CTE: HPPS NA	Cengage	Nursing Assistant: A Nursing Process Approach	Basic
CTE: HPPS NA	Cengage	DHO	CTE Pathway Supplemental
CTE: HPPS NA	McGraw Hill	Careers and Basics of Health Science	CTE Pathway Supplemental
CTE: HPPS NA	McGraw Hill	Essentials of Medical Language	CTE Pathway Supplemental
CTE: HPPS NA	Pearson	Nursing Careers: Foundational Concepts and Skills, 1st Edition	Basic
CTE: HPPS NA	Pearson	Nursing Assistant 1a/1b	CTE Pathway Supplemental
CTE: HPPS NA	Savvas	CTE 2026 Intro To Nursing	CTE Pathway Supplemental
CTE: HPPS NA	Savvas	CTE 2026 Health Science Foundations	CTE Pathway Supplemental
CTE: HPPS NA	The Goodheart-Willcox Co	The Nursing Assistant: Foundations of Holistic Caregiving 2nd Edition	Basic
CTE: TI Welding	Cengage	TI Welding: Welding: Principles and Applications	Comprehensive
CTE: TI Welding	Pearson	Welding, Level 1, 6th Edition	CTE Pathway Supplemental
CTE: TI Welding	The Goodheart-Willcox Co	Modern Welding 13th Edition	Comprehensive
CTE: TI Welding	The Goodheart-Willcox Co	Welding Fundamentals 7th Edition	Comprehensive
DE	Pass Drivers Ed	Idaho 30 Hr Driver Education	Comprehensive

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ATTACHMENT 1

Content	Publisher	Title	Rating
DE	AAA	How to Drive 15th Edition	Basic
I&CT: 3-5	Inquisitive K-5	Inquisitive K-6 Technology: 3-5	Component
I&CT: 3-5	Code HS	Idaho Computer Science: 3rd Grade	Comprehensive
I&CT: 3-5	Code HS	Idaho Computer Science: 4th Grade	Comprehensive
I&CT: 3-5	Code HS	Idaho Computer Science: 5th Grade	Comprehensive
I&CT: 3-5	McGraw Hill	Level Up Through Digital Discoveries Grade 3	Component
I&CT: 3-5	McGraw Hill	Level Up Through Digital Discoveries Grade 4	Basic
I&CT: 3-5	McGraw Hill	Level Up Through Digital Discoveries Grade 5	Comprehensive
I&CT: 3-5	No Tears Learning	3rd Grade: Keyboarding (Keyboarding Without Tears)	Component
I&CT: 3-5	No Tears Learning	4th Grade: 'Keyboarding Success (Keyboarding Without Tears)	Component
I&CT: 3-5	No Tears Learning	5th Grade: 'Can-Do Keyboarding (Keyboarding Without Tears)	Component
I&CT: 3-5	Skill Struck	Skill Struck Launchpad Grades 3-5	Comprehensive
I&CT: 6-8	McGraw Hill	Level Up Through Digital Discoveries Grade 6	Component
I&CT: 6-8	McGraw Hill	Level Up Through Digital Discoveries Grade 7	Basic
I&CT: 6-8	McGraw Hill	Level Up Through Digital Discoveries Grade 8	Comprehensive
I&CT: 6-8	Skill Struck	Skill Struck Voyage, Python Turtles, Grades 6-8	Basic
I&CT: 6-8	Code HS	Idaho Middle School Computer Science	Comprehensive
I&CT: 9-12	Cengage	Technology for Success & The Shelly Cashman Series, Microsoft 365 & Office Introductory	Comprehensive
I&CT: 9-12	Cengage	Technology for Success and Illustrated Series Collection, Microsoft 365 & Office	Component

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ATTACHMENT 1

Content	Publisher	Title	Rating
I&CT: 9-12	McGraw Hill	Level Up Through Digital Discoveries Grade 9	Comprehensive
I&CT: 9-12	McGraw Hill	Level Up Through Digital Discoveries Grade 10	Component
I&CT: 9-12	McGraw Hill	Level Up Through Digital Discoveries Grade 11	Component
I&CT: 9-12	McGraw Hill	Level Up Through Digital Discoveries Grade 12	Component
I&CT: 9-12	Pearson	Introduction to Computers and Information Technology, 4th Edition	Comprehensive
I&CT: K-2	Inquisitive K-5	Inquisitive K-5 Technology: K-2	Component
I&CT: K-2	Code HS	Idaho Computer Science: K Grade	Basic
I&CT: K-2	Code HS	Idaho Computer Science: 1st Grade	Comprehensive
I&CT: K-2	Code HS	Idaho Computer Science: 2nd Grade	Comprehensive
I&CT: K-2	McGraw Hill	Level Up Through Digital Discoveries Grade K	Component
I&CT: K-2	McGraw Hill	Level Up Through Digital Discoveries Grade 1	Component
I&CT: K-2	McGraw Hill	Level Up Through Digital Discoveries Grade 2	Component
I&CT: K-2	No Tears Learning	Kindergarten: 'Keys for Me (Keyboarding Without Tears)	Component
I&CT: K-2	No Tears Learning	1st Grade: 'My Keying Board (Keyboarding Without Tears)	Component
I&CT: K-2	No Tears Learning	2nd Grade: 'Key Power (Keyboarding Without Tears)	Component
I&CT: K-2	Skill Struck	Skill Struck Launchpad K-2	Comprehensive
WL: ASL	Pearson	American Sign Language 1a/1b	Component
WL: ASL	Pearson	American Sign Language 2a/2b	Component
WL: ASL	Pearson	American Sign Language 3a/3b	Comprehensive

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ATTACHMENT 1

Content	Publisher	Title	Rating
WL: French	Carnegie	ID T'es branche? 3e Level 1	Comprehensive
WL: French	Carnegie	ID T'es branche? 3e Level 2	Comprehensive
WL: French	Carnegie	ID T'es branche? 3e Level 3	Comprehensive
WL: French	Carnegie	ID T'es branche? 3e Level 4	Comprehensive
WL: French	Klett World Languages	Reporters Francophones 1	Comprehensive
WL: French	Klett World Languages	Reporters Francophones 2	Comprehensive
WL: French	Klett World Languages	Reporters Francophones 3	Comprehensive
WL: French	Klett World Languages	Reporters Francophones 4	Comprehensive
WL: French	Lingco	Lingco for French 1	Basic
WL: French	Lingco	Lingco for French 2	Basic
WL: French	Lingco	Lingco for French 3	Basic
WL: French	Vista Higher Learning	Chemins 2026 L1	Comprehensive
WL: French	Vista Higher Learning	Chemins 2026 L1A	Comprehensive
WL: French	Vista Higher Learning	Chemins 2026 L1B	Comprehensive
WL: French	Vista Higher Learning	Chemins 2026 L2	Comprehensive
WL: French	Vista Higher Learning	Chemins 2026 L3	Comprehensive
WL: French	Vista Higher Learning	Chemins 2026 L4	Comprehensive
WL: French	Vista Higher Learning	Daccord 2024 L1	Comprehensive
WL: French	Vista Higher Learning	Daccord 2024 L1A	Comprehensive

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Content	Publisher	Title	Rating
WL: French	Vista Higher Learning	Daccord 2024 L1B	Comprehensive
WL: French	Vista Higher Learning	Daccord 2024 L2	Comprehensive
WL: French	Vista Higher Learning	Daccord 2024 L3	Comprehensive
WL: French	Vista Higher Learning	My Conversation Trainer - French 1 or 2	Component
WL: French	Wayside	EntreCultures French 1A	Comprehensive
WL: French	Wayside	EntreCultures French 1B	Comprehensive
WL: French	Wayside	EntreCultures French 1	Comprehensive
WL: French	Wayside	EntreCultures French 2	Comprehensive
WL: French	Wayside	EntreCultures French 3	Comprehensive
WL: French	Wayside	EntreCultures French 4	Comprehensive
WL: German	Klett World Languages	Das Reporterteam 1	Comprehensive
WL: German	Klett World Languages	Das Reporterteam 2	Comprehensive
WL: German	Carnegie	ID Deutsch So Aktuell 8e Level 1	Comprehensive
WL: German	Carnegie	ID Deutsch So Aktuell 8e Level 2	Comprehensive
WL: German	Carnegie	ID Deutsch So Aktuell 8e Level 3	Comprehensive
WL: German	Lingco	Lingco for German 1	Component
WL: German	Lingco	Lingco for German 2	Component
WL: German	Vista Higher Learning	Mosaik 2026 L1	Basic
WL: German	Vista Higher Learning	Mosaik 2026 L2	Basic

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ATTACHMENT 1

Content	Publisher	Title	Rating
WL: German	Vista Higher Learning	Mosaik 2026 L3	Basic
WL: German	Vista Higher Learning	Denk mal 4e	Comprehensive
WL: German	Wayside	InterKulturell German 1	Comprehensive
WL: German	Wayside	InterKulturell German 2	Comprehensive
WL: German	Wayside	InterKulturell German 3/4	Comprehensive
WL: Spanish	Klett World Languages	Reporteros 1	Comprehensive
WL: Spanish	Klett World Languages	Reporteros 2	Comprehensive
WL: Spanish	Klett World Languages	Reporteros 3	Comprehensive
WL: Spanish	Klett World Languages	Reporteros 4	Comprehensive
WL: Spanish	Klett World Languages	Generación AP	Comprehensive
WL: Spanish	Carnegie	ID ¡Qué chévere! 3e Level 1	Not recommended
WL: Spanish	Carnegie	ID ¡Qué chévere! 3e Level 2	Not recommended
WL: Spanish	Carnegie	ID ¡Qué chévere! 3e Level 3	Not recommended
WL: Spanish	Carnegie	ID ¡Qué chévere! 3e Level 4	Component
WL: Spanish	Lingco	Lingco for Spanish 1	Comprehensive
WL: Spanish	Lingco	Lingco for Spanish 2	Comprehensive
WL: Spanish	Lingco	Lingco for Spanish 3	Comprehensive
WL: Spanish	McGraw Hill	¡Así se dice! Level 1	Component
WL: Spanish	McGraw Hill	¡Así se dice! Level 2	Component

**IDAHO DEPARTMENT OF EDUCATION
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ATTACHMENT 1

Content	Publisher	Title	Rating
WL: Spanish	McGraw Hill	¡Así se dice! Level 3	Component
WL: Spanish	McGraw Hill	¡Así se dice! Level 4	Component
WL: Spanish	Vista Higher Learning	Encuentros 2026 L1	Comprehensive
WL: Spanish	Vista Higher Learning	Encuentros 2026 L1A	Comprehensive
WL: Spanish	Vista Higher Learning	Encuentros 2026 L1B	Comprehensive
WL: Spanish	Vista Higher Learning	Encuentros 2026 L2	Comprehensive
WL: Spanish	Vista Higher Learning	Encuentros 2026 L3	Comprehensive
WL: Spanish	Vista Higher Learning	Encuentros 2026 L4	Comprehensive
WL: Spanish	Vista Higher Learning	Senderos 2023 L1	Comprehensive
WL: Spanish	Vista Higher Learning	Senderos 2023 L1A	Comprehensive
WL: Spanish	Vista Higher Learning	Senderos 2023 L1B	Comprehensive
WL: Spanish	Vista Higher Learning	Senderos 2023 L2	Comprehensive
WL: Spanish	Vista Higher Learning	Senderos 2023 L3	Comprehensive
WL: Spanish	Vista Higher Learning	Senderos 2023 L4	Comprehensive
WL: Spanish	Vista Higher Learning	Senderos 2023 L5	Comprehensive
WL: Spanish	Wayside	EntreCulturas Spanish 1A	Basic
WL: Spanish	Wayside	EntreCulturas Spanish 1B	Comprehensive
WL: Spanish	Wayside	EntreCulturas Spanish 1	Comprehensive
WL: Spanish	Wayside	EntreCulturas Spanish 2	Comprehensive

**IDAHO DEPARTMENT OF EDUCATION
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ATTACHMENT 1

Content	Publisher	Title	Rating
WL: Spanish	Wayside	EntreCulturas Spanish 3	Comprehensive
WL: Spanish	Wayside	EntreCulturas Spanish 4	Comprehensive
WL: Spanish	Vista Higher Learning	My Conversation Trainer - Spanish 1 or 2	Component
WL: Spanish K-1 Phonics	Vista Higher Learning	La Cartilla 2022 Spanish Phonics K Mis Primeras letras y sonidos	Component
WL: Spanish K-1 Phonics	Vista Higher Learning	La Cartilla Phonics 1: Silabas palabras	Component
WL: Spanish K-1 Phonics	Vista Higher Learning	Avanza + Boost Reading with Phonics, Writing, Oral	Component
WL: Spanish Heritage Speakers	Vista Higher Learning	Galeria 2025 A	Basic
WL: Spanish Heritage Speakers	Vista Higher Learning	Galeria 2025 B	Basic
WL: Spanish Heritage Speakers	Vista Higher Learning	Galeria 2025 C	Basic
WL: Spanish Heritage Speakers	Vista Higher Learning	Galeria 2025 1	Comprehensive
WL: Spanish Heritage Speakers	Vista Higher Learning	Galeria 2025 2	Comprehensive

**IDAHO DEPARTMENT OF EDUCATION
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ATTACHMENT 1

Recommendation	Definition
Comprehensive Program	A program which consistently meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for instructional adaptations and/or supplemental materials. A comprehensive program provides effective content progressions within and between grade levels.
Basic Program	A program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards at a substantial level with some need for supplemental material. A basic program provides content progressions within and between grade levels, though they may be uneven.
Component Program CTE Pathway Supplemental	A program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.
Intervention Program	A program designed and intended to target and support students' specific needs.

CTE : reviewer may recommend a title scoring less than 65% to be identified as a Supplemental, meaning the content would supplement another pathway/course in the program even though not aligned to the standards for which it was reviewed. The reviewer must have provided written justification, and it must be approved by the CTE member of the Selection Committee



Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group	Region
Sara Bell	Executive Secretary Idaho State Department of Education	
Adrian San Miguel	Program Services Idaho Division of Career Technical Education	
Matthew McDaniel Term Expires: April 16, 2031	Idaho Higher Education Official College of Idaho	3
Kaywin Cottle Term Expires: April 16, 2031	Idaho Higher Education Official Idaho State University	5
Kylee Guthrie Term Expires: April 16, 2031	Idaho Public School Administrator Boundary County School District #101	1
Christine Steele Term Expires: April 16, 2031	Idaho Public School Administrator Middleton School District #134	3
Bernadette Edwards Term Expires: December 13, 2028	Local Board of Education Member Mountain View School District #244	2
Holly Allen Term Expires: April 16, 2031	Local Board of Education Member Madison School District #321	6
April Giauque Term Expires: April 16, 2031	Certified Idaho Classroom Teacher School for the Deaf and Blind #596	4
Robyn Hill Term Expires: April 16, 2031	Certified Idaho Classroom Teacher Nampa School District #131	3
Schenlly Cooper Term Expires: April 16, 2031	Certified Idaho Classroom Teacher Bonneville Joint School District #93	6
Stacey Jensen Term Expires: April 16, 2031	Parent Pocatello/Chubbuck School District #25	5

Committee Member	Stakeholder Group	Region
Lynette Leonard Term Expires: April 16, 2031	Parent Lake Pend Oreille School District #84	1
Taushina Wilson Term Expires: April 16, 2031	Parent Lapwai #341/Culdesac #342	2
Darlene Dyer Term Expires: April 16, 2031	Educational Professional (retired educator)	4
Laree Jansen Term Expires: April 16, 2031	Educational Professional (retired educator)	4
Summer Cook	Content and Curriculum Idaho State Department of Education	

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov



Regional Centers

Curricular Materials

The Regional Centers serve as public depositories for curricular materials currently under adoption in the state of Idaho. Publishing companies are required to provide samples of approved materials for public viewing.

REGIONAL CENTER LISTING

Location	Contact
Boise State University Albertson Library 1910 University Blvd Boise, ID 83725-1430	Marlena Hooyboer 208-426-2132 marlenahooyboer@boisestate.edu
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9539 greenh@byui.edu
Idaho State University Instructional Materials Center College of Education 638 E. Dunn Street Pocatello, ID 83209-8059	Dr. Shu-Yuan Lin, Ed.D. 208-282-3185 linshu@isu.edu
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Jennifer Cromer 208-792-2829 jjcromer@lcsc.edu

Location	Contact
Northwest Nazarene University John Riley Library 623 S. University Boulevard Nampa, ID 83686-5897	Sheryll Hampton 208-467-8357 sheryllhampton@nnu.edu
University of Idaho Gary Strong Curriculum Center College of Education, Health, and Human Sciences University of Idaho 875 Perimeter Dr. Moscow, ID 83844-3089	Marco Seiferle-Valencia 208-885-2504 marcosv@uidaho.edu curriculumcenter@uidaho.edu **Request shipment boxes to be less than 50 lbs each

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
(208) 332-6800 | www.sde.idaho.gov

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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TAB	DESCRIPTION	ACTION
1	FY 2028 BUDGET REQUESTS	Action Item
2	FY 2028 CAPITAL PROJECT REQUESTS AND SIX-YEAR PLANS	Action Item
3	BOISE STATE UNIVERSITY – FY 2026 ATHLETICS BUDGET UPDATE	Information Item
4	IDAHO STATE UNIVERSITY – P3 STUDENT HOUSING PROJECT PRE-DEVELOPMENT AGREEMENT	Action Item
5	UNIVERSITY OF IDAHO – DESIGN AUTHORIZATION PROPOSED JOINT MILITARY SCIENCE & VETERANS ASSISTANCE CENTER	Action Item
6	IDAHO DIVISION OF VOCATIONAL REHABILITATION – ADMINISTRATOR APPOINTMENT	Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES
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SUBJECT

FY 2028 Budget Requests

BACKGROUND

The Division of Financial Management (DFM) issued a memo on May 29, 2026, providing guidance for the FY 2028 budget requests. The memo limits FY 2028 ongoing general fund budget requests to no more than maintenance of FY 2027 ongoing general fund appropriation. Budgets must include all maintenance items including a 1% CEC multiplier. Any budget growth will be limited to essential items such as employee compensation, health insurance adjustments, and non-discretionary cost increases.

Additionally, FY 2028 supplemental requests should be considered only under extraordinary circumstances and must be pre-approved. Line-item enhancement requests, including those from federal or dedicated sources, must be vetted and approved by DFM prior to submission. General Fund enhancement requests, with limited exceptions, will not be accepted. All budget requests must be submitted by September 1, 2026.

PROPOSAL

Board staff requests that the Board delegate authority to the Executive Director to approve and submit FY 2028 maintenance-of-current-operations budget requests for all OSBE agencies and institutions to DFM and the Legislative Services Office by the September 1, 2026 deadline, consistent with DFM's May 29, 2026 budget guidance. This authority would extend to approving any DFM-approved line-item requests and to revising budgets as necessary to comply with subsequent DFM guidance.

IMPACT

The FY 2028 maintenance only budget requests will be submitted to DFM and LSO for consideration by the Governor for his FY 2028 Budget recommendations and by the Joint Finance-Appropriations Committee for funding during the 2027 Legislative session.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that the Board delegate authority to the Executive Director to approve the FY 2028 maintenance budgets submitted by each agency and institution.

In the event the Governor's Office or Legislature consents to additional line items for a specific agency or institution, the Executive Director would also be authorized to approve those items.

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The motion also delegates authority to the Executive Director to revise budgets as necessary to comply with any guidance provided by the Division of Financial Management.

Board staff recommends approval.

ATTACHMENTS

None

BOARD ACTION

I move to delegate authority to the Executive Director to submit the FY 2028 maintenance of current operations budgets, as well as any Division of Financial Management approved line item requests, for agencies and institutions to the Division of Financial Management and the Legislative Services Office by the September 1, 2026, deadline, and to revise budgets as necessary to comply with any guidance provided by the Division of Financial Management.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Title 67, Chapter 35, Idaho Code
Board Policy V.B.1. Budget Policies

REFERENCE

August 2023	Board approved providing delegated authority to the Executive Director to approve FY2025 budget submissions for all OSBE agencies and institutions.
August 2024	Board approved providing delegated authority to the Executive Director to approve FY2026 budget submissions for all OSBE agencies and institutions.
August 2025	Board approved providing delegated authority to the Executive Director to approve FY2027 budget submissions for all OSBE agencies and institutions.

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SUBJECT

FY 2028 Capital Budget Requests and Six-Year Plans

BACKGROUND

The capital projects request process is separate from the line-item budget request process. Supported by staff from the Division of Public Works (DPW), the Permanent Building Fund Advisory Council (PBFAC) reviews and develops recommendations in three principal categories: (a) major new construction and remodeling projects, typically costing more than \$1 million (“Capital” or “Part A” projects); (b) smaller alteration and repair projects (“A&R” or “Part B” projects); and (c) projects necessary to comply with the Americans with Disabilities Act (“ADA” projects”). The institutions must provide their detailed requests to DPW by August 1, accompanied by updates to the institutions’ rolling six-year capital project budget (“Part C”) plans. The PBFAC will hear agency/institution capital project, A&R, and ADA requests in October. DPW and PBFAC will review all requests involving Permanent Building Fund (PBF) dollars and recommend projects for state entities within the funding projected to be available for the upcoming legislative session. DPW will then coordinate with the Division of Financial Management (DFM) and the Legislative Services Office (LSO) in developing the Governor’s recommendation and the Legislature’s appropriations for capital, A&R, and ADA projects. The construction and maintenance needs of the higher education institutions (with deferred maintenance needs estimated in hundreds of millions of dollars) far exceed the Permanent Building Funds available for rationing by the PBFAC, Governor, and Legislature.

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four-year institutions. Summaries of the community colleges’ capital project requests are provided for information only—those requests are vetted by the community colleges’ local boards of trustees prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Projects shown have been prioritized by each institution. The project descriptions provided below were prepared by the institutions.

It also should be noted that no capital requests were appropriated in the FY 2027 PBF budget for college and universities proposed projects due to the projected state budget shortfall.

FY2028 Capital Project Requests:

Boise State University (BSU) has two (2) major capital projects.

- 1) BSU’s first priority is the Original Science Building Renewal. This project renews and modernizes the original Science Building (built in 1977), taking advantage of space vacated as programs relocate to the new Science Research Building. The project will replace aging building systems (HVAC, electrical, plumbing, and lighting), update finishes and casework, and replace

BUSINESS AFFAIRS AND HUMAN RESOURCES
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fume hoods, consolidating teaching laboratories that are currently dispersed across campus. The project is an estimated total cost of \$11.0M. BSU is requesting \$10.0M in PBF funds in FY2028.

- 2) BSU's second priority is South Campus Street Improvements. This project includes the redesign and construction of new streetscape infrastructure – curb, gutter, sidewalks, and lighting – on approximately 1,000 feet of roadway between Vermont Street and Grant Avenue in the university's South Campus expansion area, addressing pedestrian safety concerns in a corridor that currently lacks these basic features. The total cost is \$4.5M. BSU is requesting \$4.0M in PBF funds in FY2028.

Idaho State University (ISU) has three (3) major capital projects.

- 1) ISU's first priority is the Public-Private Partnership (P3) Student Housing Project. The new building will be approximately 98,000 square feet and will provide residential accommodations for approximately 350 students, including apartment-style units, common study areas, lounges, community kitchens, laundry facilities, and flexible support space. The project will be delivered through a public-private partnership, with a private developer financing, building, and maintaining the facility. The total project cost is \$49.0M. ISU is not requesting PBF funds, as the project will be funded by the private partner.
- 2) ISU's second priority is a new building for ISU program expansion on the Twin Falls CSI campus. This project will support expansion of ISU's Accelerated Nursing program (20 additional regular Nursing and 20 Accelerated Nursing students) and includes a high-flex lab, supply storage, offices, distance learning classrooms, a nursing lab, and student support space. The total project cost is \$8.32M, to be funded entirely through ISU agency funds; no PBF funds are being requested.
- 3) ISU's third priority is a new Softball and Golf Practice Facility adjacent to Miller Ranch Stadium in Pocatello. The approximately 7,150 GSF indoor facility will provide dedicated year-round practice space for the softball and golf programs, including turf practice bays, golf simulator and putting areas, and a netted outdoor range. The total project cost is \$4,241,245, to be funded entirely through ISU agency (athletics/donor) funds; no PBF funds are being requested.

University of Idaho (UI) has two (2) major capital projects.

- 1) UI's first priority is for the Applied Engineering and Science Facility. This project constructs a new four-story state-of-the-art laboratory facility to expand undergraduate capacity while promoting robust, multi-disciplinary research programs across the Colleges of Engineering and Science in areas most critical to Idaho. The facility is approximately 100,000 GSF and includes both modular and traditional laboratory spaces. The total cost of the project is \$115M,

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including \$50M in PBF funds. The PBF funds will be requested over two years, with \$25M in FY2028 and \$25M in FY2029.

- 2) UI's second priority is for the College of Engineering Top Secret Facility. This project constructs a secure research facility, including secure laboratories and controlled-access areas, to support advanced cybersecurity and critical infrastructure research meeting federal security requirements. The total cost of the project is \$8.35M, and \$5.6M in PBF funds requested in FY2028.

Lewis-Clark State College (LCSC) has three (3) major capital projects.

- 1) LCSC's first priority is the Sam Glenn Complex Renovation. This project includes life safety improvements, namely completing installation of the fire sprinkler system (the building is only partially protected) and code-required upgrades to fire alarm systems. The work will also include replacing failing plumbing, electrical, lighting, building insulation, and HVAC systems, as well as the ceiling tile structure, and installing new flooring, replacing/enlarging windows, and addressing other minor repairs. The project is projected at a total cost of \$8.165M, of which LCSC is requesting all in PBF funds in FY2028.
- 2) LCSC's second priority is the Meriwether Lewis Hall – Systems Upgrade. This project proposes to remove the facility from the central boiler system and install a stand-alone hydronic heat system and chiller plant, replace corroded system piping and plumbing, and replace existing ballasted lighting with energy-efficient LED lighting. The project is projected at a total cost of \$10.77M, of which LCSC is requesting all in PBF funds in FY2028.
- 3) LCSC's third priority is the Administration Building – Life Safety & Systems Upgrade. This project will add a fire sprinkler system, which the building currently lacks, add a dedicated chiller plant in place of reliance on the central heat plant, and upgrade lighting throughout the building. The project is projected at a total cost of \$5.99M, of which LCSC is requesting all in PBF funds in FY2028.

College of Eastern Idaho (CEI) has one (1) capital project.

- 1) CEI's first priority is a Greenhouse for the Agritech Program. This project constructs an approximately 8,000 square foot multi-bay greenhouse facility to support hands-on agriculture and horticulture instruction, workforce training in controlled environment agriculture, and plant production, including a classroom/lab, storage, workroom, mechanical room, and office space. The total project cost is \$756,250, of which CEI is requesting all in PBF funds in FY2028.

College of Southern Idaho has one (1) major capital project.

- 1) The Shields Academic Building Comprehensive Renovation project will be a

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comprehensive renovation to reinforce structural systems; repair and upgrade aging communication, electrical, plumbing, and HVAC systems; replace worn finishes; correct accessibility barriers; and install new life safety systems. The building is 58 years old and is approximately 49,300 SF. The project is projected at a total cost of \$25M, of which CSI is requesting all in PBF funds in FY2028.

College of Western Idaho (CWI) has four (4) capital project requests.

- 1) CWI's first priority is a new Metal Building for the Construction Trades program at the Canyon County Center in Nampa. The approximately 10,000 GSF building will support a new construction trades program alongside existing HVAC, plumbing, and electrical apprenticeship programs, and will include shop space, classroom space, and student maker/fabrication space. The project is projected at a total cost of \$4.0M, of which CWI is requesting \$3.0M in PBF funds, with the remaining \$1.0M funded through agency funds.
- 2) CWI's second priority is Health & Science – Phase 2, which will consolidate the college's health and science programs — including Certified Nursing Assistant, Emergency Medical Technician, and Medical Assistant offerings — at the main Nampa campus, along with additional science labs and large-capacity classrooms. The project is projected at a total cost of \$21.0M, of which CWI is requesting \$17.0M in PBF funds, with the remaining \$4.0M funded through agency funds.
- 3) CWI's third priority is a Public Safety Training Facility to centralize regional law enforcement and fire training for jurisdictions across the Treasure Valley and the state, expanding CWI's existing Fire Safety and Law Enforcement training capacity. The project is projected at a total cost of \$80.0M, of which CWI is requesting \$40.0M in PBF funds, with the remaining \$40.0M to be funded through other sources.
- 4) CWI's fourth priority is the Cap Ed Student Success Center – Phase 2, located adjacent to the Health & Science building, which will centralize student support services — including Dual Credit, the Work Based Learning Center, and additional student services — onto the main Nampa campus. The project is projected at a total cost of \$30.0M, of which CWI is requesting \$25.0M in PBF funds, with the remaining \$5.0M funded through agency funds.

North Idaho College (NIC) has two (2) capital project requests.

- 1) NIC's first priority is a new EVOC (Emergency Vehicle Operations Course) Track and Training Facility for the POST Basic Patrol Academy, replacing the college's current arrangement at the Coeur d'Alene airport, an increasingly constrained location. The facility would also serve other first responder agencies, school districts, and public service driver training needs across the region. The project is projected at a total cost of \$15.3M, of which NIC is

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requesting \$12.0M in PBF funds, with the remainder funded through agency funds (\$2.05M) and other sources (\$1.25M).

- 2) NIC's second priority is a third-floor addition to the DeArmond Building, which was originally designed for three stories but built to two due to budget constraints at the time. The addition would centralize student registration and related student services in one location, improving the student experience and freeing existing office space elsewhere on campus for classroom use. The project is projected at a total cost of \$13.2M; funding sources were not specified in the submitted request.

PROPOSAL

Board review and approval of the FY 2028 capital project (Part A) requests presented by Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council (PBFAC) for FY 2028 Permanent Building Fund consideration as well at the institutions' rolling Six-Year Capital Improvement Plans for FY 2028 through FY 2033, as provided in Attachments 2 through 5.

The community college capital project summaries (Attachment 6) are provided for information only and do not require Board action, as those requests are vetted through each institution's local board of trustees prior to submission to PBFAC.

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. Following Board approval, DPW, PBFAC, DFM, and LSO will be informed of the Board's recommendations. A Board representative will brief the PBFAC on the Board's decision and any comments at the October PBFAC meeting, prior to agency presentations of their FY 2028 requests.

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY 2028). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board approval of the FY 2028 capital project requests authorizes submission of those projects to the Permanent Building Fund Advisory Council (PBFAC) for consideration in the FY 2028 Permanent Building Fund budget process. Approval by the Board does not constitute authorization to construct the projects or a

BUSINESS AFFAIRS AND HUMAN RESOURCES
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commitment of state funding. Projects recommended by PBFAC and subsequently funded through the legislative process will return to the Board for future approvals as required by Board Policy V.K.

Board Policy V.K. also requires each institution to maintain a rolling Six-Year Capital Improvement Plan. Approval of the six-year plans acknowledges the institutions' long-term capital priorities, allows institutions to pursue planning activities and fundraising for projects included in the approved plans, and provides advance notice to the Board of projects that may be presented for future planning, design, and construction authorization. The plans remain subject to annual revision based on institutional priorities and available funding.

Board staff reviewed the proposed FY 2028 capital requests and Six-Year Capital Improvement Plans and finds them to be consistent with the Board's capital planning process.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 - FY 2028 Major Capital Request Summary
Attachment 2 - Boise State University Six-year Plan
Attachment 3 - Idaho State University Six-year Plan
Attachment 4 - University of Idaho Six-year Plan
Attachment 5 - Lewis-Clark State College Six-year Plan
Attachment 6 - Capital Project Summaries for Agencies & Institutions

BOARD ACTION

I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY 2028 budget cycle.

AND

I move to approve the Six-Year Capital Improvement Plans for FY 2028 through FY 2033 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in attachments 2 - 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
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APPLICABLE STATUTE, RULE OR POLICY

Board Policy V.B.8. Budget Policies
Board Policy V.K. Construction Projects

REFERENCE

August 2023	Board approved the capital projects proposed by Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council for FY 2025 Permanent Building Fund consideration. The Board also approved the institutions' Six-Year Capital Improvement Plans for FY 2025 through FY 2030.
August 2024	Board approved the capital projects proposed by Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council for FY 2026 Permanent Building Fund consideration. The Board also approved the institutions' Six-Year Capital Improvement Plans for FY 2026 through FY 2031.
August 2025	Board approved the capital projects proposed by Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council for FY 2027 Permanent Building Fund consideration. The Board also approved the institutions' Six-Year Capital Improvement Plans for FY 2027 through FY 2032.

State Board of Education
FY28 Major Capital Request Summary
(\$ in thousands)

Board Priority	Institution/Agency & Project	Attachment 6 Page	Total Project Cost		FY 2028 Request
			Perm. Building Fund	Total Funds	
	Boise State University				
1	Original Science Building Renewal	1-6	10,000.0	11,000.0	10,000.0
2	South Campus Street Improvements	7-11	4,000.0	4,500.0	4,000.0
	Idaho State University				
1	Public Private Partnership Student Housing Project	12-13	-	49,000.0	-
2	New building: ISU program expansion, Twin Falls CSI campus	14-15	-	8,320.0	-
3	Softball and Golf Practice Facility (Miller Ranch Stadium)	16-17	-	4,241.2	-
	University of Idaho				
1	Applied Engineering and Science Facility	18-20	50,000.0	115,000.0	25,000.0
2	College of Engineering Top Secret Facility	21-22	5,600.0	8,350.0	5,600.0
	Lewis-Clark State College				
1	Sam Glenn Complex Renovation	23-25	8,165.0	8,165.0	8,165.0
2	Meriwether Lewis Hall – Systems Upgrade	26-28	10,770.0	10,770.0	10,770.0
3	Administration Building – Life Safety & Systems Upgrade	29-31	5,990.0	5,990.0	5,990.0
	College of Eastern Idaho				
1	Greenhouse for Agritech Program	32-36	7,562.0	7,562.0	7,562.0
	College of Southern Idaho				
1	Shields Academic Building Comprehensive Renovation	37-38	25,000.0	25,000.0	25,000.0
	College of Western Idaho				
1	Metal Building – Construction Trades (Canyon County Center)	39	3,000.0	4,000.0	3,000.0
2	Health & Science – Phase 2	40	17,000.0	21,000.0	17,000.0
3	Public Safety Training Facility	41	40,000.0	80,000.0	40,000.0
4	Cap Ed Student Success Center – Phase 2	42	25,000.0	30,000.0	25,000.0
	North Idaho College				
1	POST EVOC Track and Facility	43-44	12,000.0	15,300.0	12,000.0
2	DeArmond Building 3rd Floor Addition	45-46		13,200.0	
	Total		\$ 224,087.0	\$ 418,648.2	\$ 199,087.0

**SIX-YEAR PLAN FY 2028 THROUGH FY 2033
CAPITAL IMPROVEMENTS**

AGENCY:	Boise State University
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PROJECT DESCRIPTION / ADDRESS	FY 2028 \$	FY 2029 \$	FY 2030 \$	FY 2031 \$	FY 2032 \$	FY 2033 \$
Statewide Deferred Maintenance	30,000,00	0	0	0	0	0
MCMR – Third Floor Laboratories / 1435 University Dr, Boise, Id	3,500,000	0	00	0	0	0
Science Research Building / #416 1024 Euclid Ave, Boise, Id	32,000,000	30,000,000	37,064,000	0	0	0
Albertsons Library and Riverfront Plaza Renovations / 1987 and 1865 W Friendship Ln, Boise, Id	3,500,000	0	0	0	0	0
South Campus Improvements / Belmont St between Vermont and S Grant Ave, Boise, Id	4,500,000	0	0	0	0	0
Campus Spine Improvements	200,000	1,800,000	1,000,000	0	0	0
University Dr Improvements	0	1,000,000	1,000,000	0	0	0
Auxiliary Gym Renovations * / 1401 W Friendship Ln	0	6,000,000	6,000,000	0	0	0
Biomechanics Research Lab / 037 KINX 1476 Bronco Ln, Boise, Id	1,000,000	7,000,000	0	0	0	0
HML Addition and Renovation / 100 HML 1019 Euclid, Boise, Id	0	3,000,000	0	0	0	0

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

ATTACHMENT 2

PROJECT DESCRIPTION / ADDRESS	FY 2028 \$	FY 2029 \$	FY 2030 \$	FY 2031 \$	FY 2032 \$	FY 2033 \$
Administration Operations Consolidation / <i>South Campus</i>	0	2,000,000	20,000,000	0	0	0
Hemingway Center – Renewal and ADA Accessibility / 005 <i>HEMG 1819 W Friendship Ln, Boise, Id</i>	0	0	5,800,000	0	00	0
Original Science Building Renewal / 072 SCNC 2133 W <i>Friendship Ln, Boise, Id</i>	10,000,000	0	1,000,000	0	0	0
Connection between Friendship Bridge and Quad	0	0	1,000,000	1,000,000	0	0
Parking Structure */ <i>TBD – South Campus</i>	25,000,000	25,000,000	0	0	0	0
Albertsons Stadium – East Concourse: Expansion and Lower Bowl Overbuild and Capacity Expansion ** /	4,000,000	36,000,000	0	0	0	0
Capitol Boulevard/Boise Avenue Intersection	0	0	5,000,000	2,500,000	0	0
Additional Student Housing* / <i>Location will reflect from 10-Year Campus Masterplan</i>	0	0	5,000,000	95,000,000	0	0
Amphitheater Pavilion Improvements / <i>W Friendship Ln</i>	0	0	0	0	200,000	1,800,000
TOTAL	83,700,000	111,800,000	82,864,000	98,500,000	200,000	1,800,000

Agency Head Signature:  Evan Danforth (Jul 31, 2026 11:03:54 MDT)

Date: 07/31/2026

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026**

ATTACHMENT 3

**SIX YEAR PLAN FY 2028 THROUGH FY 2033
CAPITAL IMPROVEMENTS**

AGENCY: Idaho State University

Description	Funding Source	FY2028	FY2029	FY2030	FY2031	FY2032	FY2033
Indoor Softball/golf Facility	Donor	\$4,241,245					
Student Housing (P3)	P3	\$49,000,000					
Twin Falls Building	Donor	\$8,320,000					
Sports Med Remodel - Athletics	Donor		\$10,400,000				
Nuclear Research Facility	P3		\$10,000,000				
Meridian Clinics	P3		\$11,374,000				
Student Housing Meridian	P3		\$56,000,000				
ICCU Dome - Ph II/III: Spine & Basketball Arena	Donor		\$105,000,000				
Athletic Field House	Donor			\$21,632,000			
College of Tech - Eames Annex	PBF/Agency Funds				\$20,585,011		
Student Housing/Dinning Hall	P3					\$64,000,000	
University Place Building	PBF/Agency Funds						\$44,616,000
Total		\$61,561,245	\$192,774,000	\$21,632,000	\$20,585,011	\$64,000,000	\$44,616,000
Total - All							\$405,168,256

Authorized Agency Official Signature: _____

Brian J. Sagendorf
Vice President, Division for Campus Operations
Idaho State University

Date: August 3, 2025

**SIX-YEAR CAPITAL IMPROVEMENT PLAN
FY2028-FY2033**

AGENCY: University of Idaho

PROJECT DESCRIPTION / ADDRESS	FY28	FY29	FY30	FY31	FY32	FY33
Joint Military Science Education & Training and Veterans Assistance Center	15,840,000					
Applied Engineering and Science Facility	25,000,000	90,000,000				
College of Engineering Top Secret Facility	5,600,000					
Idaho Water Center Medical Education Classroom and Support Suite Improvements	3,800,000					
Energy Plant Ash Handling System Upgrades	2,673,000					
Campus Fiber Backbone & Infrastructure Repairs & Replacement, Ph. 2	1,500,000	1,500,000				
Administration Building HVAC System/Improvements, Ph. 4	1,650,000					
West Campus Parking Improvements, Ph. 2	1,500,000	1,500,000				
Primary Distribution Switch Modernization, Ph. 1	541,613	541,613	541,613	541,613	541,613	
Wood Boiler Capital Renewal, Ph. 1	851,004	2,659,033				
Energy Plant 208V Motor Control Center Upgrade	1,275,489	1,479,403				
McCall Field Campus Improvements Teaching and Learning Center	5,300,000					
UI Children's Center	25,000,000					
Legacy Crossing Market Rate and Employee Housing	25,000,000					
College of Natural Resources Building Renovation		7,500,000	22,500,000			
Undergraduate Apartment Housing, North Campus Residential Neighborhood. Ph. 1		40,000,000				

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026**

ATTACHMENT 4

PROJECT DESCRIPTION / ADDRESS	FY28	FY29	FY30	FY31	FY32	FY33
Wallace Residence Center Dining Facility Renovations		38,000,000				
Golf Course Development		30,000,000				
Memorial Gymnasium Renovation and Improvements, Locker Room Level		15,500,000				
Student Recreation Center Expansion		25,000,000				
West Farm Primary Distribution Improvements Proposal A		4,664,616	4,664,616			
Library Special Collection & Archive Space Risk Mitigation Initiative		1,856,300	1,000,000	1,000,000		
P1FCU Kibbie Activity Center Electrical Service Replacement			5,359,330			
North Campus Entrance, Hwy 8 Frontage Improvements Ph. 2				1,375,000		
Undergraduate Apartment Housing, North Campus Residential Neighborhood, Ph. 2				40,000,000		
Vandal Athletic Center Renovation and Expansion				80,000,000		
Vandal Wellness Center				15,000,000	20,000,000	
Legacy Crossing Academic Building					25,000,000	55,000,000
6th Street Pedestrian Mall Conversion						7,500,000
Memorial Gymnasium Renovation and Improvements, Performance Court						10,500,000
P1FCU Kibbie Dome West Concourse Addition and Improvements						151,000,000
Legacy Crossing Mixed Use Development						75,000,000
TOTAL:	\$107,531,106	\$260,200,964	\$34,065,558	\$137,916,613	\$45,541,613	\$299,000,000

FY2028
CAPITAL BUDGET REQUEST

SIX-YEAR PLAN FY 2028 THROUGH FY 2033
CAPITAL IMPROVEMENTS

AGENCY: Lewis-Clark State College
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PROJECT DESCRIPTION / ADDRESS	FY 2028 \$	FY 2029 \$	FY 2030 \$	FY 2031 \$	FY 2032 \$	FY 2033 \$
Sam Glenn Complex Remodel	\$8,165,000					
Meriwether Lewis Hall Updates	\$10,770,000					
Harris Field Updates	\$2,650,000					
Administration Building Updates		\$5,990,000				
Talkington Hall Updates & Remodel		\$16,520,000				
Reid Centennial Hall Remodel			\$24,370,000			
Center for Student Athlete Success			\$35,570,000			
Central Heat Plant				\$38,155,000		
Living/Learning Center & General-Purpose Facility					\$31,796,000	
CTE/WFT						\$31,796,000
TOTAL	\$21,585,000	\$22,510,000	\$59,940,000	\$38,155,000	\$31,796,000	\$31,796,000

Agency Head Signature: Cynthia Pemberton
Date: 7/16/2026

FY2028
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
(New Buildings, Additions or Major Renovations)

AGENCY: BOISE STATE UNIVERSITY

PROJECT PRIORITY: 1

PROJECT DESCRIPTION: ORIGINAL SCIENCE BUILDING RENEWAL

ADDRESS / LOCATION: 2133 W FRIENDSHIP LANE (W CESAR CHAVEZ LN)

CONTACT PERSON: Evan Danforth

PHONE: (208) 320-4150

PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

(A) Describe in detail what the project is.

The completion of the Science Research Building provides an opportunity to renew and modernize the original Science Building, supporting the university's goal of expanding research capacity and improving academic facilities. Some of the building's occupants may be relocating to the new facility which will provide an opportunity to renovate vacated spaces to better serve instructional, laboratory, and research needs.

Constructed in 1977, the Science Building has received multiple space and infrastructure updates over the past five decades, but never a comprehensive renewal or modernization. Facility Condition Assessments (FCA) and changing academic and research requirements have identified the need for infrastructure and interior improvements to support continued use of the building. Internally, several areas retain original finishes and casework and require upgrades to HVAC, plumbing, electrical, lighting, and technology systems. The main building systems are original to the building and are past the end of life.

Completing the modernization of the remaining lab spaces represents a strategic opportunity to build upon prior investments, create high-performing instructional and research environments to support the University's academic goals.

The contrast examples in the photos below of dated spaces and recently renovated spaces highlights the importance of continued investment. Updated laboratories provide improved functionality, safety, storage, technology integrations, and enhance the overall user experience. While older spaces require increased maintenance and no longer support current instructional and research needs.

**FY2028
 CAPITAL BUDGET REQUEST**



Photos above: Aging laboratory space in Science Building



Photos above: Modernized, renovated lab in Science Building

Reductions in occupancy will facilitate a smoother renovation process, lessening the impact on remaining building occupants. The project will modernize laboratories, classrooms, and support spaces through updated finishes, cabinetry, new fume hoods, upgrades and replacement of building systems (HVAC, lighting, electrical, plumbing, fire alarm, etc.), and space reconfigurations to accommodate evolving program needs. Campus swing spaces may also be used to relocate existing functions during construction, enabling a phased approach that improves efficiency and extends renovations throughout the facility.

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CAPITAL BUDGET REQUEST



Photo above: Aging fume hood in the Science Building



Photo above: Modern fume hood in the Science Building

These improvements will address deferred maintenance, enhance functionality, and extend the useful life of a core academic building while providing modern learning and research environments for students and faculty.

(B) What is the existing program and how will it be improved?

This Science Building houses instructional and research laboratories, classrooms, faculty offices, and student support spaces and serves as a hub for biology, chemistry, and physics. While the building continues to meet critical academic needs, many spaces no longer align with current teaching, research, and technology requirements. This project will modernize instructional and laboratory environments, improve building functionality, and create opportunities to better organize academic programs within the facility.

The renovation will support the consolidation of teaching laboratories that are currently dispersed across campus, creating a more centralized and efficient learning environment for students and faculty. The renovation will also free space in other buildings for alternative academic uses and may allow for the creation of additional teaching laboratories to meet growing demand.

For example, the Biology department operates teaching laboratories in four buildings across campus: Science, Math, Multipurpose Classroom Building (MPCB), and Riverfront Hall (RFH). Math and MPCB are well suited and up to date, however the labs in Riverfront were intended to be temporary and do not meet departmental needs. Biology uses three classrooms and two small storage rooms in RFH, which is an aged building itself and the rooms are not ideal teaching lab spaces. Additionally, spreading out teaching labs between so many buildings decreases the capability of staff to service labs and increases both storage needs and duplicates needed equipment and supplies.

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CAPITAL BUDGET REQUEST

By consolidating teaching laboratories, enhancing outdated spaces, and improving building functionality, the renovation will increase the quality of science education while making more effective use of existing campus facilities. The improvements will position the Science Building to meet current program needs and accommodate future growth.

(C) What will be the impact on your operating budget?

Given the concentration of laboratory spaces within the building, the majority of operating budget impacts are related to the maintenance and operations of lab equipment and critical safety systems.

Replacing the existing finishes, cabinetry and fume hoods with modern equipment is expected to reduce maintenance needs and associated costs. The current hoods are aging and require increasing levels of upkeep, whereas newer systems are more reliable, efficient, and easier to maintain. Additional custodial costs are not anticipated, as this building is already incorporated into regular cleaning and operational schedules.

Continued operation of aging equipment presents a concern, and not replacing non-operational fume hoods interrupts programming. Fume hoods are critical safety equipment that protects students, faculty, and staff from exposure to hazardous chemicals and laboratory fumes.

The College of Arts and Sciences' perspective aligns with Campus Operations' considerations while also highlighting the impact on the student and faculty experience. For example, Biology currently has five full-time staff members as Laboratory Materials Supervisors who support teaching laboratories, along with several student workers who assist with lab preparation and operations. As the demand for instructional laboratories continues to grow, consolidating teaching labs into fewer, appropriately designed spaces would allow Biology to increase capacity while limiting the need for additional operating staff. This would help manage long-term impacts to the operating budget by improving staff efficiency, reducing duplicated equipment and supply needs, and creating a more sustainable model for supporting laboratory instruction.

In addition, upgrading/replacing the building HVAC system and upgrading the lighting to LED will result in energy and utility savings.

(D) What are the consequences if this project is not funded?

The impact of not funding this project would be a loss of a unique opportunity to begin a phased renovation following the construction of the new Science Building. Without this investment, improvements would need to be implemented incrementally as funding becomes available rather than through a coordinated, strategic approach.

Furthermore, laboratory spaces will continue to operate with aging infrastructure that does not fully meet the needs of modern instructional and research environments. Several major systems, including the building air handling units and reverse osmosis/di-ionized water system, are at or near the end of their useful life or are not performing as needed to support current lab requirements. Aging casework and lab components also present ongoing maintenance challenges, as replacement parts are

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CAPITAL BUDGET REQUEST

increasingly difficult to obtain. When components fail, repairs are often temporary in nature or require equipment to be abandoned in place.

As a result, Campus Operations will continue investing in reactive repairs and maintaining outdated equipment, increasing the risk of unexpected downtime that can disrupt instruction and research. If older fume hoods continue to deteriorate or become non-operational, lab activities may need to be restricted or relocated, limiting instructional capabilities.

Science teaching labs may also need to continue operating across multiple campus locations, creating further operational insufficiencies, duplicating equipment and supply needs, and increasing the resources required to support students, faculty, and staff. In the interim, Campus Operations will continue working with the College of Arts and Sciences to identify opportunities and pursue grant funding and other available resources to address priority needs and incrementally improve the facility.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

From Boise State University's Strategic Plan, "Blueprint for Success," the project meets the following goals:

Goal 1 – Improve Educational Access and Student Success strategy # 4 – Cultivate a commitment to high-quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Goal 2 – Innovation for Institutional Impact strategy # 2 – Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

Goal 3 – Advance Research and Creative Activity strategy # 1 – Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities. And strategy #2 – Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

(F) What is the anticipated measured outcome if this request is funded?

The anticipated outcome of this project is a modernized and consolidated science teaching environment that improves laboratory functionality, safety, and operational efficiency. The renovation will support more effective use of space, reduce inefficiencies associated with dispersed laboratory locations, and enhance the faculty and student experience through improved collaboration and access to programs. Funding will also allow the university to replace aging laboratory infrastructure and equipment that no longer meets current industry standards, bringing key building systems into alignment with current ASHRAE guidelines for ventilation, indoor air quality, and laboratory safety.

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CAPITAL BUDGET REQUEST

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

This project will renovate an existing facility and does not add additional square footage; therefore, significant increases in ongoing operating expenditures, such as additional custodial or maintenance staffing, are not anticipated. The renovated spaces will be easier to maintain through replacement of aging systems, laboratory infrastructure, and building components with newer, reliable, and easier to clean equipment. This will reduce reliance on reactive maintenance practices and help prevent situations where failed components are no longer repairable and must remain out of service.

(H) Who is being served by this request and what is the impact if not funded?

This funding request serves the students who learn through hands-on laboratory experiences, the faculty who teach and conduct research, and the staff who support the daily operation of these spaces. The impact extends beyond the walls of the Science Building, laboratory functionality directly affects the course delivery, student access to programs, faculty productivity, and the university's ability to meet growing demand in the field of science.

Without this investment, the university would continue relying on aging spaces and systems that limit flexibility, increase operational challenges, and require ongoing reactive maintenance. Funding this project provides an opportunity to create a safer, more reliable, and more efficient environment that better supports the people using these spaces every day.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	\$ 0
A / E Fees	\$ 800,000
Construction	\$ 8,000,000
5% Contingency	\$ 400,000
F F & E	\$ 800,000
Asbestos	\$ 100,000
Other	\$ 900,000
Total	\$ 11,000,000

FUNDING:

PBF	\$ 10,000,000
General Account	
Agency Funds	\$ 1,000,000
Federal Funds	
Other	
Total	\$ 11,000,000

Agency Head Signature: 
Erik Garfinkel (Jul 21, 2026 11:02:54 MDT)

Date: 07/31/2026

FY2028
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
(New Buildings, Additions or Major Renovations)

AGENCY: BOISE STATE UNIVERSITY	PROJECT PRIORITY: 2
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PROJECT DESCRIPTION: SOUTH CAMPUS STREET IMPROVEMENTS
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ADDRESS / LOCATION: SOUTHEAST CAMPUS

CONTACT PERSON: Evan Danforth	PHONE: (208) 320-4150
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PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

(A) Describe in detail what the project is.

Over the last two decades, the campus has grown and expanded into its South Expansion Area. The area has acted as a land bank for many years, as envisioned through the State Board of Education's approved Campus Master Plan. Most of the original structures have been demolished and new campus buildings or uses have replaced them. These include the Micron Center for Materials Research, Leatherman Peak, the Environmental Research Building, the ESI Construction Management Building, and in the next year, the university will break ground on a state of the art Science Research Building.

Despite all of the new construction in the expansion area, many of the roads in this vicinity do not adequately serve students and the campus community. Other than Euclid Avenue, all roads and alleyways in this portion of campus have been vacated by the Ada County Highway District (ACHD). Most remain in the condition they were in when vacated, and lack curb, gutter and sidewalks. As such, this section of campus creates numerous safety concerns, and the university would like to enhance the streetscapes as envisioned in the Campus Master Plan. Preliminary drawings that indicate the type of improvements are shown in Figure 1.

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Fig.1: Design Inspiration and Proposed Scope of Work

Estimated Project Size:

- Approx. 1000 feet, between Vermont Street and Grant Avenue

Project Components:

- Streetscape Improvements that include:
- Finished sidewalks, allowing for safer pedestrian and bicycle access
- New curb and gutter
- Lighting
- New irrigation and landscaping similar to the existing conditions on Belmont Street between S. Michigan Avenue and S. Vermont Street

Should additional project funds be available, the university would continue advancing the board approved 10-Year Campus Master Plan by implementing similar street infrastructure improvements on the neighboring streets.

(B) What is the existing program and how will it be improved?

This project includes the redesign and construction of new infrastructure on Belmont Street, including the addition of curb, gutter and sidewalks, which presently do not exist. The goal is to improve the streetscape so that it better aligns with the design and layout of Belmont, between S. Vermont Street and S. Michigan Avenue.

Figures 2.1 and 2.2 show the current conditions of an improved roadway on campus. This is the section of Belmont between the NORCO Building and the Recreation Center. Figure 3.1 is the current conditions between Vermont and Grant and displays the inconsistency and lack of infrastructure in the proposed project location. Each day, these conditions require students to walk or roll on operating streets instead of dedicated sidewalks or pathways. Creating a uniform, pedestrian-centered street adjacent to University Drive supports the university's commitment to mobility by providing accessible ADA routes and better separating pedestrian and vehicular travel areas.

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The neighborhood south of Belmont is home to a large student population, making this corridor a critical connection to campus. Improved lighting will enhance nighttime safety and visibility, supporting campus users to walk and bike, which will have the added benefits of reducing single-occupancy vehicle trips.

Overall, the completion of this project is Boise State being proactive in resolving pedestrian safety concerns while advancing goals in the University's *Blueprint for Success*, 2025 10-Year Campus Master Plan, City of Boise's Vision Zero initiative, and the COMPASS Board adopted Regional Safety Action Plan.



Fig. 2.1: Current Streetscape: Belmont between S. Michigan Ave and S Vermont St



Fig. 2.2 Current Streetscape: Belmont between S. Michigan Ave and S Vermont St

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Fig. 3.1 - Streetview: Project location, Belmont looking East

(C) What will be the impact on your operating budget?

Replacing deteriorating pavement with new concrete and asphalt is expected to reduce routine maintenance needs, including roadway pathing and repairs. The addition of curb, gutter, and sidewalk infrastructure will help prevent dirt, leaves and other debris from migrating into the roadway and storm drainage systems, reducing the frequency of storm drain maintenance.

While the project will introduce additional maintenance – including landscaping, irrigation, and sidewalk snow and ice removal – these costs are expected to be partially offset by the above roadway maintenance reductions. The improvements also reduce operational risk associated with slip-and-fall incidents by providing dedicated pedestrian facilities and elevating the overall site conditions.

(D) What are the consequences if this project is not funded?

Not improving these campus-owned streets presents significant life safety concerns for the students, faculty and staff that navigate campus - particularly those on foot or bicycle. These improvements will create a transportation network that is appropriate and supportive of the daily activities on campus. With this area being the natural area of future development and investment, delaying these improvements may also diminish opportunities to create a cohesive campus environment that supports a positive experience for students, employees, and visitors while reinforcing the university's identity and long-term vision.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

These improvements were indicated in the 2015 Master Plan and have been included in the CIP in the current 2025 10-Year Master Plan.

From Boise State University's Strategic Plan, "Blueprint for Success," the project meets the following goal:

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CAPITAL BUDGET REQUEST

Goal 4 – Foster Thriving Community strategy #1 – Advance a learning and working environment dedicated to the flourishing... of students, faculty, staff, alumni and friends of the university. And strategy #4 – Foster a sustainable campus that is both environmentally and socially responsible.

(F) What is the anticipated measured outcome if this request is funded?

If funded, this project will create a safer, more accessible, and better connected campus environment. National guidance from the Federal Highway Administration (FHWA) and the National Association of City Transportation Officials (NACTO) identifies sidewalks and separate pedestrian facilities as fundamental components of a safe transportation network, with FHWA noting that well-designed sidewalks can reduce pedestrian crashes by 65% - 89%.

Belmont Street serves as a key access corridor for campus housing, the Lincoln Garage, the Recreation Center, Facilities Operations and Maintenance, and the future science building. Completing these streetscape segments will improve pedestrian safety for the growing number of students, faculty, staff, and visitors using the expanded south campus area. The project will also advance the adopted 10-Year Campus Master Plan by providing infrastructure necessary to support continued growth and development in this area.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

The estimated one time costs are \$4,500,000 for the improvements. Maintenance and operation costs for landscaping will increase slightly but road maintenance costs are anticipated to remain similar to existing costs.

(H) Who is being served by this request and what is the impact if not funded?

These improvements will serve students, faculty, staff, and campus visitors. This corridor is close to both the Stadium and the Extra Mile Arena, and improving this streetscape will greatly improve the safety and experience for thousands of visitors to these locations annually.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	\$ 0
A / E Fees	\$ 400,000
Construction	\$ 3,200,000
5% Contingency	\$ 175,500
F F & E	\$ 200,000
Asbestos	\$ 0
Other	\$ 425,000
Total	\$ 4,500,000

FUNDING:

PBF	\$ 4,000,000
General Account	
Agency Funds	\$ 500,000
Federal Funds	
Other	
Total	\$ 4,500,000

Agency Head Signature: 
Eric Danforth (Jul 31, 2026 11:03:54 MDT)

Date: 07/31/2026

FY2028**CAPITAL BUDGET REQUEST****CAPITAL IMPROVEMENT
PROJECTS****AGENCY: Idaho State University****PROJECT PRIORITY: 1****PROJECT DESCRIPTION: Public-Private Partnership Student Housing Project****ADDRESS / LOCATION: Pocatello Campus****CONTACT PERSON: Mark Andersen****PHONE: 208-282-4621****PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)****(A) Describe in detail what the project is.**

Idaho State University (ISU) proposes the construction of a new on-campus student housing facility to help address the growing demand for modern, affordable student housing. The new building will be approximately 98,000 square feet and will provide residential accommodations for approximately 350 students. The facility will include a mix of apartment-style units, common study areas, lounges, community kitchens, laundry facilities, and flexible space for student support services or retail.

The project will be delivered through a public-private partnership (P3), with a private developer financing, building, and maintaining the facility, while ISU oversees student services and leasing.

(B) What is the existing program and how will it be improved?

ISU currently operates a limited number of on-campus beds, many of which are in aging facilities that no longer meet the expectations of today's students. The current inventory cannot meet demand, especially for upperclassmen and out-of-area students seeking a supportive, on-campus living experience.

This project improves the program by adding 350 modern, competitive beds with updated amenities, helping improve retention, student satisfaction, and engagement with campus life.

(C) What will be the impact on your operating budget?

Because this project is being delivered via a public-private partnership, the impact to ISU's general operating budget will be minimal. The private partner will bear the cost of construction and long-term maintenance. ISU's operational responsibilities, including student services, marketing, and occupancy management, will be supported through housing revenues generated from student leases. No general fund dollars are anticipated for construction or major maintenance.

(D) What are the consequences if this project is not funded?

If the project is not funded, ISU will remain constrained by its current housing capacity. This will limit ISU's ability to recruit and retain students who prefer or need on-campus housing, particularly out-of-state, international, and first-generation students. The university could also face increasing pressure from a tight local housing market, with limited options that may not meet student needs for affordability, proximity, or safety.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This project directly supports Goal 1 of the ISU Strategic Plan: Student Success and Access, with a focus on increasing student engagement, retention, and graduation rates. It also aligns with State Board of Education priorities related to improving educational access and campus environments that promote learning and well-being.

(F) What is the anticipated measured outcome if this request is funded?

Measured outcomes include 350 additional on-campus beds available; a projected 5-10% increase in housing occupancy rates within three years; improvement in first-year retention and persistence rates; increased student satisfaction in annual campus housing surveys; and enhanced recruitment and yield of out-of-area and underserved student populations.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

The anticipated \$49 million total project cost will be financed and delivered by the private partner. ISU may incur minor one-time expenditures for project coordination and program development, estimated at approximately \$250,000, and ongoing annual costs for staffing and programming support, estimated at approximately \$150,000. These costs are expected to be covered by housing fee revenues. There is no direct capital outlay from ISU's general fund.

(H) Who is being served by this request and what is the impact if not funded?

This project will serve ISU students, particularly those who benefit from safe, convenient, and affordable on-campus housing, including first-year, first-generation, out-of-state, international, and low-income students. Without funding, ISU risks worsening housing shortages, missing opportunities to improve student retention and support, and falling behind peer institutions in housing quality and capacity.

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CAPITAL BUDGET REQUEST

**CAPITAL IMPROVEMENT
PROJECTS**

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	TBD	
A&E Fees		\$3,920,000
Construction		\$36,750,000
Contingency/Esc	Not separately identified	
FF&E		\$2,450,000
Asbestos		
Other Soft Costs		\$3,430,000
Total		\$49,000,000

FUNDING - PUBLIC-PRIVATE PARTNERSHIP:

PBF	\$0
General Account	\$0
Agency Funds/Private Equity	\$49,000,000
Federal Funds	\$0
Bonding	\$0
Total	\$49,000,000

Authorized Agency Official Signature: _____


 Brian J. Sagendorf
 Vice President, Division for Campus Operations
 Idaho State University

Date: August 3, 2026

FY2028
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
 (New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University	PROJECT PRIORITY: 2
PROJECT DESCRIPTION: New building for ISU program expansion on Twin Falls CSI campus	
ADDRESS / LOCATION: TBD/ Adjacent to the existing Evergreen Building (Address T.B.D.)	
CONTACT PERSON: Mark Anderson	PHONE: 208-282-4621

PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

- * Describe in detail what the project is.
 Idaho State University continues making significant strides to directly respond to the unique needs of the Twin Falls communities and surrounding principalities. This work remains focused on evaluating and expanding program offerings and strategic partnership opportunities with the College of Southern Idaho, local industry, and businesses.
 As outlined in ISU's strategic plan for Idaho Falls and Twin Falls, ISU's goal is to bolster and tailor academic programs, research initiatives, and outreach efforts to address local needs and institutional partnerships. This approach enhances the relevance and impact of the institution, ultimately contributing to the social and economic vitality of the regions ISU serves. This building will allow ISU to bolster growth in existing programs, create capacity for new programs and enhances the partnership between CSI and ISU.
 This project is a direct outcome of the renewed commitment of CSI and ISU to work together to enhance the educational capacity in Twin Falls and surrounding communities in meeting the needs of workforce, industry, and communities. This project allows for the expansion of the existing partnership program, future program partnerships, increased access for transfer students, expansion of nursing and medical lab science education, academic advising and student support services. Further, this project increases feasibility for ISU's expanded services and education opportunities to the communities of Burley, Jerome and other rural communities across the Magic Valley.
- * What is the existing program and how will it be improved?
 Existing programs for Nursing: ISU labs
 as been using space on CSI's campus. CSI is growing and can't guarantee that ISU can continue to use their lab next summer. CSI teaches the first two years, while ISU teaches all four. ISU has a partnership with St. Lukes for using only (2) high fidelity sim people versus the (6) we need. ISU ends up turning away a lot of qualified applicants for these programs. ISU is broadcasting to 4 sites in the State. (Twin, IF, Pocatello, Meridian?)
 MOU's are in place to matriculate students directly from the (2) year into ISU's programs for (4) year degree-seeking students with programs addressing the regions needs for health professions, engineering, and teacher education. The addition of this building will create greater capacity to expand existing and new programs in partnership with CSI.
 New ISU expansion of Accelerated Nursing will immediately include 20 more students for regular Nursing and 20 for Accelerated Nursing: ISU needs a High flex Lab, Supply Storage, offices, touch down spaces for adjunct faculty, Distance Learning classrooms, a Nursing Lab, a conference room, copy and print room, testing room, student lounge/study area and break room.
 Existing programs for Education: ISU has an active College of Education program in Twin Falls that brings students in for an educator's club meeting and delivers programming mostly via Zoom platform to three campuses Twin, Idaho Falls and Pocatello. They have teachers who come in and need to broadcast classes from a Zoom room instead of a large classroom. The programs are taught in the evenings.
 New expansion of the education program needs to include: Small private student space for proctored exams, that could be used as a conference room. Touch down space and offices for 10-15 Adjuncts depending on the semester. New full time Faculty are already scheduled to join our team in the Fall of 2025. and there is need for more space for the full array of teacher education courses and degrees delivered from Twin Falls via distance learning classrooms. Additional space is needed for student cohorts and instructor led student learning communities.

FY2028
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
(New Buildings, Additions or Major Renovations)

- What will be the impact on your operating budget?
We already have facilities personnel working in Twin Falls Campus that could support this building. The proposed building size, coupled with our long-standing relationship (shared building space) with CSI will mean minimal increases in FTE. Though there will be incurred costs of ownership and maintenance of an ISU building, some of these costs will be offset by current funds for leased space on the CSI campus.
- What are the consequences if this project is not funded?
Some programs will be capped and can't expand. Others may lose their shared spaces due to program expansion in CSI programs such that we don't have enough space for both programs. Long term capacity for ISU program expansion in Twin Falls and the Magic Valley will be limited.
- Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
This request aligns with ISU's strategic plan and commitment to serve region IV and the southern portion of the state of Idaho.
- What is the anticipated measured outcome if this request is funded?
Increased student numbers, program offerings and additional articulation agreements between ISU and CSI.
- Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.
Future capital outlay will be provided by ISU internal funding and this Request for state Capital Funds to build the new facility
- Who is being served by this request and what is the impact if not funded?
Current and future CSI and ISU students across the Magic Valley is the audience served by this request.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:Land Building on CSI's Campus (MOU)

A&E Fees	\$ 540,000
Construction	\$5,575,000
Contingency/Esc	\$1,244,000
FF&E	\$ 641,000

Asbestos _____

Other _____

Total \$ \$8,000,000**FUNDING:**

PBF

General Account	
Agency Funds/Private Equity	\$8,000,000
Federal Funds	
Bonding	

Total \$ 8,000,000

Authorized Agency Official Signature: _____


Brian J. Sagendorf
Vice President, Division for Campus Operations
Idaho State University

Date: August 3, 2026

FY2028**CAPITAL BUDGET REQUEST****CAPITAL IMPROVEMENT
PROJECTS****AGENCY: Idaho State University****PROJECT PRIORITY: 3****PROJECT DESCRIPTION: New ISU Softball + Golf Practice Facility at Miller Ranch Stadium****ADDRESS / LOCATION: Miller Ranch Stadium / first-base side near home dugout, Pocatello, ID****CONTACT PERSON: Mark Andersen****PHONE: 208-282-4621****PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)****(A) Describe in detail what the project is.**

Idaho State University Athletics proposes construction of a new indoor Softball + Golf Practice Facility adjacent to Miller Ranch Stadium. Miller Ranch Stadium has served as the home field for Idaho State University Softball since 2011. A recent improvement replaced the natural grass field with turf, allowing ISU to host early-season home games and maintain a competitive edge despite challenging spring weather.

The next step in the venue development is an indoor training facility designed to support both the softball and golf programs. The building will be located adjacent to the existing home team dugout and outdoor bullpen on the first-base side of Miller Ranch Field. The project includes a drop-off area on the east side of the practice facility, a secondary entrance from the bullpen area, overhead doors connecting indoor and outdoor training spaces, and a new roof/canopy over the existing home team bullpen.

The facility will be a pre-engineered metal building with high-bay practice areas, turf flooring, clerestory windows for daylight, efficient high-bay lighting, storage, and an individual-use restroom. The softball area will provide an open practice space approximately 60 feet by 78 feet with three separate 15-foot by 70-foot drop-down netted bays. The golf portion includes organized equipment storage, two technology-supported simulator/hitting bays, an indoor putting area, and a netted outdoor golf range that allows golfers to practice and receive real-time swing and ball-flight feedback.

(B) What is the existing program and how will it be improved?

Existing softball and golf programs depend primarily on outdoor practice space and available off-site or shared training opportunities. For softball, the recent turf conversion at Miller Ranch Stadium improved game-day reliability and helped retain home games during the early spring season. However, the program still lacks a dedicated indoor training space for throwing, pitching, fielding and batting during poor weather or winter conditions. The proposed open turf area with overhead drop-down netting will allow the team to train indoors year-round and transition directly between indoor practice and the existing field, dugout and bullpen.

For golf, the existing program is limited during colder months when athletes cannot get outside consistently. The new golf lab will provide storage, two simulator practice bays, ball-tracking technology, a putting area and an outdoor netted range connected by overhead doors. During inclement weather, athletes can practice indoors using screens and projection systems; when weather permits, the overhead doors can open to the outdoor range.

The combined facility improves both programs by providing reliable, sport-specific space, increasing training time, supporting player development, strengthening recruiting and retention, and improving ISU Athletics ability to compete for Big Sky Conference titles in softball and golf.

FY2028**CAPITAL BUDGET REQUEST****CAPITAL IMPROVEMENT
PROJECTS****(C) What will be the impact on your operating budget?**

The project will create a new facility of approximately 7,152 GSF plus associated outdoor practice and bullpen canopy improvements. ISU Facilities already supports athletics facilities in this area, so the project is expected to require minimal new FTE. The operating budget impact will primarily be incremental utilities, custodial support, grounds support, building maintenance, turf/netting maintenance, overhead door maintenance, lighting, and maintenance/replacement of golf simulator, AV/IT, and security systems.

(D) What are the consequences if this project is not funded?

If this project is not funded, ISU softball and golf will continue to lack dedicated indoor practice space. Weather and seasonal limitations will continue to reduce training opportunities, particularly during winter and early spring. The programs will lose a key opportunity to improve student-athlete development, recruiting, retention, and competitiveness within the Big Sky Conference.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This request supports ISU Athletics priorities for student-athlete success, competitive excellence, recruitment and retention, and the continued improvement of athletic facilities that serve Idaho State University students and the broader campus community.

(F) What is the anticipated measured outcome if this request is funded?

The anticipated outcomes are increased year-round practice capacity, more consistent player development, improved recruiting and retention, better use of Miller Ranch Stadium and surrounding athletics infrastructure, and improved competitiveness for Big Sky Conference titles in softball and golf.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

The concept design identifies an Opinion of Probable Construction Cost of \$3,562,575 and soft costs of \$678,670, for an Opinion of Probable Project Cost of \$4,241,245. Soft costs include design, FF&E, AV, IT, security, testing, inspections and related project costs. Future operating and renewal costs will include normal building maintenance, turf/netting replacement cycles, simulator/technology refresh, and preventive maintenance of overhead doors and building systems.

(H) Who is being served by this request and what is the impact if not funded?

This request serves current and future Idaho State University softball and golf student-athletes, coaches, Athletics staff, prospective recruits, and the campus community. If not funded, these users will continue to rely on limited outdoor practice conditions and will not receive the year-round training environment needed for competitive Division I athletics.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	Existing ISU Miller Ranch Stadium site
A&E Fees/Soft Costs	\$678,670
Construction	\$3,228,835
Contingency/Esc	\$333,740
FF&E	Included in Soft Costs
Asbestos	
Other	
Total	\$4,241,245

FUNDING:

PBF	
General Account	
Agency Funds	\$4,241,245
Federal Funds	
Other	
Total	\$4,241,245

Authorized Agency Official Signature: 

Brian J. Sagendorf
Vice President, Division for Campus Operations
Idaho State University

Date: August 3, 2026

FY2028

UNIVERSITY OF IDAHO

CAPITAL BUDGET REQUEST

08/01/26

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: University of Idaho**PROJECT PRIORITY:** 1**PROJECT DESCRIPTION:** Applied Engineering and Science Facility**ADDRESS / LOCATION:** UI Moscow Campus / *New Facility**CONTACT PERSON:** Steve Sell**PHONE:** 208-885-1010**PROJECT JUSTIFICATION:** (Specify the authority in statute or rule that supports this request - Section 33-2801, Idaho Code, et seq.)**(A) Describe in detail what the project is.**

This request is for a new approximately 100,000 GSF, four-story building to support expanded laboratory-based instruction and advanced research. The building will include modular and traditional wet and dry laboratories, specialized containment and support spaces, shared equipment rooms, computer and simulation environments, and all required building systems and site infrastructure. This project will expand Idaho's capacity to educate and retain a highly skilled workforce in engineering, science, healthcare, and emerging technologies by providing additional advanced laboratory and research environments that prepare students for high-demand careers critical to the state's economic and healthcare future.

The facility will provide purpose-built laboratory environments capable of supporting a range of advanced technical functions. Specialized spaces will include high-bay, multi-story laboratory areas for high-voltage systems and industrial robotics; laboratories for computational modeling and simulation of energy and biological systems; cyber-physical systems testing environments; automated manufacturing laboratories; and wet laboratories supporting biological and biomedical research.

Supporting spaces will include faculty and staff offices, graduate and undergraduate student work research areas, conference rooms, and collaborative research environments. The project will deliver a complete, integrated facility designed to accommodate current laboratory requirements and provide flexibility for future modifications and evolving technologies.

(B) What is the existing program and how will it be improved?

Existing engineering and science programs are currently housed in multiple facilities, many of which have outdated layouts and insufficient mechanical, electrical, and laboratory infrastructure to support modern research and teaching requirements. Available laboratory space is limited, restricting program growth and the ability to expand enrollment or research capacity. The project consolidates and expands laboratory space in a purpose-built facility, providing modern systems, flexible layouts, and improved functionality to support current and future needs. The new laboratories will expand hands-on, experiential learning opportunities for students in high-demand engineering, science, and healthcare-related fields. These students will graduate ready to solve problems and serve their communities.

The facility will also strengthen the university's capacity to conduct research that matters to Idaho in areas such as energy, cybersecurity, advanced manufacturing, biological sciences, and healthcare innovation.

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UNIVERSITY OF IDAHO

CAPITAL BUDGET REQUEST

08/01/26

(C) What will be the impact on your operating budget?

The new facility will introduce additional operating costs associated with increased square footage, utilities, and maintenance. However, these impacts are offset in part by improved system efficiency and reduced maintenance compared to maintaining and modifying aging facilities. The building systems will be designed to meet current energy and performance standards, reducing operational inefficiencies associated with older infrastructure.

(D) What are the consequences if this project is not funded?

Without funding, existing laboratory and instructional capacity will limit program growth and prevent the university from meeting increasing state workforce and research demands. Aging facilities will require ongoing investment simply to maintain operations while still falling short of current teaching and research needs, creating continued inefficiencies and operational risk. Space constraints within the Colleges of Science and Engineering have already forced shared teaching and research environments that hinder advanced work in biomedical and healthcare technologies, cybersecurity, and integrated power grid systems critical to Idaho's future. At the same time, emerging programs in artificial intelligence, nuclear and industrial systems engineering, and geological engineering, along with growing enrollments in pre-medical disciplines such as biochemistry, microbiology, and medical sciences, cannot fully operate without expanded instructional laboratory and research space. These limitations increasingly force difficult enrollment and program-cap decisions. This is at a time when Idaho urgently needs a larger pipeline of engineering and science graduates. Additionally, while also threatening long-term research productivity, faculty retention, enrollment growth, external funding opportunities, and the university's competitive research standing are at risk.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This project supports improvements in research capacity, laboratory instruction capability, and facility infrastructure performance as identified in the university's strategic and capital planning efforts. It contributes to goals related to modernization of facilities, expansion of research capacity, and enhancement of the university's competitive position in attracting and retaining faculty and students. The project also supports increased research activity and external funding opportunities by providing facilities capable of meeting current laboratory and research requirements. The project supports the university's strategic plan, specifically Pillar 2: Drive Experiential Learning for All Students and Pillar 4: Harness Research Innovation and Partnership.

(F) What is the anticipated measured outcome if this request is funded?

Completion of the project will result in increased laboratory capacity, improved utilization of modern research and instructional space, and enhanced building system performance and reliability. The facility will support measurable growth in research activity, external funding, and enrollment in laboratory-based programs, while improving the university's ability to attract and retain students and faculty. These outcomes collectively strengthen the university's research productivity and support continuation of its competitive research standing.

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UNIVERSITY OF IDAHO

CAPITAL BUDGET REQUEST

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- (G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

Current expenditures include ongoing maintenance, repair, and limited upgrades to aging laboratory facilities and building systems that are operating beyond their intended service life. These costs are expected to persist and increase over time without replacement. The new facility will require standard operating and maintenance costs consistent with similar campus buildings, with future capital needs primarily associated with lifecycle renewal of building systems.

- (H) Who is being served by this request and what is the impact if not funded?

This project serves students, faculty, and staff engaged in engineering, science, and research activities, as well as external partners utilizing university research capabilities. If not funded, these groups will continue to operate in constrained, outdated environments with limited capacity and functionality, impacting the ability to deliver effective instructional and research activities.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	\$ 0
A / E Fees	\$ 17,250,000
Construction	\$ 86,750,000
5% Contingency	\$ 5,000,000
F F & E	\$ 5,000,000
Asbestos	\$ 0
Other	\$ 1,000,000
Total	\$ 115,000,000

FUNDING:

PBF FY2028 Request	\$ 25,000,000
PBF FY2029 Request	\$ 25,000,000
General Account	
Agency Funds	
Federal Funds	
Other	\$ 65,000,000
Total	\$ 115,000,000

Agency Head Signature: Kim Salisbury

Date: July 31, 2026

FY2028

UNIVERSITY OF IDAHO

CAPITAL BUDGET REQUEST

08/01/26

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: University of Idaho**PROJECT PRIORITY:** 2**PROJECT DESCRIPTION:** College of Engineering Top Secret Facility**ADDRESS / LOCATION:** Janssen Engineering Building / 840 W 7th St / Property ID 0060508**CONTACT PERSON:** Steve Sell**PHONE:** 208-885-1010**PROJECT JUSTIFICATION:** (Specify the authority in statute or rule that supports this request - Section 33-2801, Idaho Code, et seq.)

(A) Describe in detail what the project is.

This project constructs a 3,360 sf of secure research facility to support advanced cybersecurity and critical infrastructure research. The facility will include secure laboratories, controlled-access areas, specialized computing environments, and associated building systems required to support classified and sensitive research activities. The project provides a purpose-built environment designed to meet federal security requirements from confidential through top secret and enable collaboration with government and national laboratory partners for projects requiring this level of security clearance.

(B) What is the existing program and how will it be improved?

Current cybersecurity and related research activities are conducted in facilities not designed to support secure or classified research, limiting the scope and type of work that can be performed. Existing infrastructure lacks the necessary security controls, dedicated information and infrastructure systems, and appropriate environments required for advanced security research authorized by the Department of War, the National Security Agency, and the Department of Energy. This project provides a dedicated, secure facility that supports expanded research capabilities and more specialized work.

(C) What will be the impact on your operating budget?

The project will introduce additional operating costs associated with building operations, maintenance, and specialized secure systems. These costs are expected to align with similar research facilities requiring controlled environments and secure infrastructure. Some efficiencies may be realized through consolidation of secure research activities into a single purpose-built facility.

(D) What are the consequences if this project is not funded?

If not funded, the university will remain limited in its ability to conduct secure and high-level cybersecurity research. Existing facilities will continue to restrict participation in projects requiring controlled or classified environments, reducing research opportunities and external funding potential. Over time, this may limit the university's ability to compete for partnerships with federal agencies and research organizations.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This project supports goals related to expansion of research capacity, modernization of specialized research facilities, and enhancement of secure research infrastructure. It contributes to the university's ability to conduct advanced cybersecurity and critical infrastructure research

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UNIVERSITY OF IDAHO

CAPITAL BUDGET REQUEST

08/01/26

and improves alignment with state and federal research priorities. The project also supports the university's strategic plan, specifically Pillar 4: Harness Research Innovation and Partnership.

(F) What is the anticipated measured outcome if this request is funded?

Completion of the project will result in new secure laboratory space capable of supporting research that requires controlled or classified environments. The facility will enable increased research activity, expanded partnerships with federal agencies, and improved utilization of specialized research infrastructure. It will also provide measurable growth in externally funded research within nuclear technologies and nuclear power grid applications, cybersecurity and related fields.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

Current costs include limited investments in adapting existing spaces to support cybersecurity research, which do not fully meet security or infrastructure requirements. These costs are expected to continue without achieving full functionality. The new facility will require ongoing operating and maintenance expenditures consistent with specialized research facilities, including future lifecycle replacement of secure and technical systems.

(H) Who is being served by this request and what is the impact if not funded?

This project serves faculty, researchers, and students engaged in cybersecurity and critical infrastructure research, as well as external partners including federal agencies and national laboratories. If not funded, these groups will continue to operate in facilities that do not meet required security and infrastructure standards, limiting research scope and reducing opportunities for collaboration and funding.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	\$ 0
A / E Fees	\$ 812,600
Construction	\$ 4,228,300
5% Contingency	\$ 509,100
F F & E	\$ 2,750,000*
Asbestos	\$ 50,000
Other	\$ 0
Total	\$ 8,350,000

FUNDING:

PBF FY2028 Request	\$ 5,600,000
General Account	
Agency Funds	
Federal Funds	\$ 2,750,000*
Other	
Total	\$ 8,350,000

*FF&E to be funded by anticipated future grant funding.

Agency Head Signature: Kim Salisbury

Date: July 31, 2026

FY2028

CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College

PROJECT PRIORITY: 1

PROJECT DESCRIPTION: Sam Glenn Complex Renovation

ADDRESS / LOCATION:

921 4th St, Lewiston, Idaho

CONTACT PERSON:

Mr. Chris Jones

PHONE: (208) 792-2582

PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

(A) Describe in detail what the project is.

The Sam Glenn Complex deferred maintenance and remodeling needs are at crisis levels. This project includes life safety improvements, namely, completing installation of the fire sprinkler system (the building is only partially protected), and code-required upgrades to fire alarm systems. The work will also include replacing the failing plumbing, electrical, and lighting, as well as ceiling tile structure, installing new flooring/carpeting where it is excessively worn, window replacement, window enlargement, and addressing other minor repairs and painting needs.

Regarding the ceiling tile structure, the acoustic ceiling system is no longer manufactured, and its design doesn't allow for room modifications without demolition and replacement of the entire system. Sections of tile have dislodged and fallen to the floor, posing a significant safety risk to the occupants.

Portions of the building's HVAC systems are also in need of replacement. A new AC chiller was installed in 2009, but requires frequent repairs due to failing coils within the unit. Although a chiller will typically last 20-30 years, this particular unit is becoming costly in terms of maintenance and repairs costs. Additionally, a DPW project was completed in 2020 that provided new roof top units serving individual rooms at the basement level at a cost of \$176,000. Unfortunately, the request at that time and units installed did not address the totality of the building's HVAC needs, including the central air handlers and chiller plant that service the main floor of the building.

(B) What is the existing program and how will it be improved?

The Sam Glenn Complex is an instructional facility wherein allied healthcare programing – ranging from workforce training to 2-year CTE and 4-year bachelor's and graduate partnership programs – are housed. In addition to serving as our Allied Healthcare Education Hub, Student Health, Student Counseling, and e-Learning Services (online learning management system) are also housed in Sam Glenn. The updates are needed to provide a safe environment. This facility has not had major non-system/structural updates since 1996.

FY2028**CAPITAL BUDGET REQUEST**

The lower level was built to be a storage area and lacks sufficient natural light and ceiling height. The basement houses the mail room, IT department, campus print, classrooms and healthcare education labs.

IT is responsible for managing all facets of the college's technology infrastructure including all servers, telephony, internet access, and student email. This unit is also responsible for the college's compliance with cybersecurity. E-Learning Services has oversight over the college's online course delivery mechanisms. These units are critical to college operations and directly support educational delivery at LC State to advance our mission.

(C) What will be the impact on your operating budget?

There is no anticipated impact on the operating budget; and should this request be supported, we anticipate utility cost savings associated with the more efficient HVAC and lighting systems.

(D) What are the consequences if this project is not funded?

There are potential safety issues with a faulty ceiling structure and ceiling tiles falling. The plumbing is leaking and some of the cast iron pipe has split. The HVAC in a quarter of the building is using residential equipment to provide the service and is very inefficient. Out-dated, ballasted light fixtures are energy inefficient.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This project will help LC State bring this facility into alignment with life safety recommendations from our insurance provider, FM Global. It aligns with the following Strategic Plan goals: (1) Strengthen and Optimize Instructional and Co-Curricular Programming; (2) Optimize Student Enrollment, Retention, and Completion; and (4) Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives.

(F) What is the anticipated measured outcome if this request is funded?

Life safety deficiencies will be corrected. The facility will be better positioned to accommodate the growth we are experiencing in our allied healthcare programs. Long-term maintenance and operations costs will trend downward.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

None.

FY2028**CAPITAL BUDGET REQUEST**

(H) Who is being served by this request and what is the impact if not funded?

A majority of the student body population utilizes this facility for general education classes (e.g., math and science classes), access to student counseling and general health services, as well as a myriad of healthcare programs. This facility also houses the Information Technology unit, including primary campus servers. If not funded, the life safety hazards will worsen and raise the potential for exposure to risk to instruction, student support, and critical infrastructure (IT). In turn, this could lead to serious operational disruptions.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	
A / E Fees	\$822,000
Construction	\$6,850,000
5% Contingency	\$343,000
F F & E	
Asbestos	\$150,000
Other	
Total	\$8,165,000

FUNDING:

PBF	\$8,165,000
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$8,165,000

FY2028

CAPITAL BUDGET REQUEST

AGENCY: Lewis-Clark State College

PROJECT PRIORITY: 2

PROJECT DESCRIPTION: Meriwether Lewis Hall – Systems Upgrade

ADDRESS / LOCATION:

745 5th St, Lewiston, Idaho

CONTACT PERSON:

Mr. Chris Jones

PHONE: (208) 792-2582

PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

(A) Describe in detail what the project is.

Meriwether Lewis Hall HVAC, plumbing, and lighting systems are operating beyond their useful service life. Physical Plant maintenance staff are expending an increasing amount of labor hours and materials costs to keep these systems operational. The building is connected to the central steam boilers, yet the system piping feeding the building's hydronic system needs to be replaced. A secondary radiant heat system is located within the acoustic ceiling grid and is operationally inefficient. Upgrades to this system as a part of a whole-building HVAC upgrade will require repairs and upgrades to the acoustical ceiling tile system. Lighting systems are original to the building, require frequent maintenance, and are energy inefficient. The stand-alone chiller that provides air conditioning is also in need of replacement. Since the building was built in phases between 1970 and 1981, there are several issues with the HVAC air handlers and return air system, that when coupled with the age of the systems leads to unacceptable thermal conditions in the building.

The flooring and adhesives in some locations contain asbestos. It was recently encapsulated with sheet vinyl on the second floor and carpet tile on the third floor. The basement and first floor level still have asbestos-containing flooring materials (ACM's). Differential settlement of the building has caused cracking, uplift, and some chipping away of this material. Left unchecked, this material will continue to become dislodged and enter the environment as well as pose a tripping hazard. These materials should be abated and replaced with new flooring. A future flooring replacement at the second and third levels will need to deal with the encapsulated ACM's.

This project proposes to remove this facility from the central boiler system and install a stand-alone hydronic heat system and chiller plant. This would allow for removal of the secondary radiant heat system. Corroded system piping and plumbing piping would also be replaced. The project would also replace the original ballasted lighting with new energy-efficient LED lighting. Additional work will include replacement/repair of the acoustical tile ceiling system as a part of the whole-building HVAC upgrades, and installation of new flooring/carpeting to address asbestos-related life safety issues. Other minor repairs and painting needs will also be addressed.

FY2028**CAPITAL BUDGET REQUEST**

- (B) What is the existing program and how will it be improved?

Meriwether Lewis Hall is home to classrooms and laboratories that support the Physical, Life, Movement and Sport Science programs, as well as distance education programs, art programs, general education delivery, and campus Public Safety. Improvements to the building systems will reduce operational and maintenance costs, reduce utility costs, and improve thermal comfort throughout the building.

- (C) What will be the impact on your operating budget?

Operational and maintenance costs will continue to escalate if the project is not undertaken. Increased utility costs will be realized. The improvements will mitigate these costs.

- (D) What are the consequences if this project is not funded?

Maintenance costs will escalate as the systems continue to age. It is becoming increasingly difficult to source materials and parts for these systems. Thermal comfort and adequate lighting levels will be difficult to maintain, utilities costs will continue to escalate, and the educational programs in this building will suffer.

- (E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This project will help LC State lower its maintenance and operations costs associated with the aging systems. It aligns with the following Strategic Plan goals: (1) Strengthen and Optimize Instructional and Co-Curricular Programming; (2) Optimize Student Enrollment, Retention, and Completion; and (4) Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives.

- (F) What is the anticipated measured outcome if this request is funded?

The building will have better lighting and thermal comfort, which will positively enhance the student and employee experience. Maintenance and operations costs as well as costs associated with replacing failed individual components will trend downward.

- (G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

None.

- (H) Who is being served by this request and what is the impact if not funded?

FY2028**CAPITAL BUDGET REQUEST**

A majority of the student body population utilizes this facility for classes covering a wide menu of subjects/topics. If not funded, these critical systems will become prohibitively expensive to maintain and repair and eventually fail.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	
A / E Fees	\$1,070,000
Construction	\$8,900,000
5% Contingency	\$450,000
F F & E	
Asbestos	\$350,000
Other	
Total	\$10,770,000

FUNDING:

PBF	\$10,770,000
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$10,770,000

FY2028

CAPITAL BUDGET REQUEST

AGENCY: Lewis-Clark State College

PROJECT PRIORITY: 3

PROJECT DESCRIPTION: Administration Building – Life Safety & Systems Upgrade

ADDRESS / LOCATION:

806 6th St, Lewiston, Idaho

CONTACT PERSON:

Mr. Chris Jones

PHONE: (208) 792-2582

PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

(A) Describe in detail what the project is.

The project aims to provide life safety improvements and upgrade building systems. The Administration Building lacks a fire sprinkler system. Adding a system will reduce risk to occupants, provide a higher level of protection for the physical assets, and is recommended by the State's insurance provider, FM Global. The building also relies on the central heat plant for heating and lacks a chiller plant. The central boilers received a re-build as part of the deferred maintenance program, although removing this building from the central plant and providing dedicated systems is a better long-term solution for a more efficient system. It will also provide a more consistent level of thermal comfort and reduce long-term maintenance costs. The building relies on a single zone air conditioning system for the theater and 2 second floor classrooms, which lacks automated controls. The remainder of the building is serviced by window air conditioning units that require frequent and costly repairs, and these units don't have a long shelf life. Adding a variable refrigerant flow (VRF) system to the building will best fit the historic architecture and reduce operational costs. A few spaces have received newer LED light fixtures, but the remainder of the building would benefit from a lighting upgrade. Upgrading these lights to LED with occupancy sensors and controls will reduce utility costs and costs associated with maintenance and repairs work.

(B) What is the existing program and how will it be improved?

Administration Building serves administrative, classroom, and performing arts functions. Improvements to the building systems will improve life safety, reduce operational and maintenance costs, reduce utility costs, and improve thermal comfort throughout the building.

(C) What will be the impact on your operating budget?

Operational and maintenance costs will continue to escalate. Increased utility costs will be realized. The improvements will mitigate these costs and potentially lower utility costs.

(D) What are the consequences if this project is not funded?

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CAPITAL BUDGET REQUEST

Maintenance costs will escalate as the systems continue to age. It is becoming increasingly difficult to source materials and parts for these systems. Thermal comfort and adequate lighting levels will be difficult to maintain, utilities costs will continue to escalate, and the educational programs in this building will suffer.

- (E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This project will help LC State lower its maintenance and operations costs associated with the aging systems. It aligns with the following Strategic Plan goals: (1) Strengthen and Optimize Instructional and Co-Curricular Programming; (2) Optimize Student Enrollment, Retention, and Completion; and (4) Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives.

- (E) What is the anticipated measured outcome if this request is funded?

The building will have better lighting and thermal comfort, which will positively enhance the student experience. Maintenance and operations costs as well as costs associated with replacing failed individual components will trend downward.

- (G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

None.

- (F) Who is being served by this request and what is the impact if not funded?

The majority of the student body population utilizes this facility for class instruction covering a variety of subjects. In addition, this unit houses four members of the institution's executive leadership team as well as critical services such as Human Resource Services, Purchasing, and the Controller's Office. If not funded, these critical systems will become prohibitively expensive to maintain and repair, and eventually fail. Failure could result in damage to or loss of critical records or a significant disruption to college operations.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	
A / E Fees	\$550,000
Construction	\$4,800,000
5% Contingency	\$240,000
F F & E	
Asbestos	\$400,000
Other	
Total	\$5,990,000

FUNDING:

PBF	\$5,990,000
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$5,990,000

FY2028

CAPITAL BUDGET REQUEST

Agency Head Signature: *Cynthia Pemberton*

Date: 7/16/2026

FY2028

CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: College of Eastern Idaho	PROJECT PRIORITY: 1
PROJECT DESCRIPTION: Greenhouse for Agritech Program	
ADDRESS / LOCATION: 1600 S. 25 th E. Idaho Falls, ID 83404	
CONTACT PERSON: Trevor Elordi	PHONE: 208-535-5452

PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

(A) Describe in detail what the project is.

Purpose

To construct a modern greenhouse facility that supports:

- Hands-on student instruction
- Workforce training (horticulture, greenhouse operations, CEA)
- Plant production and potential revenue generation
- Community engagement and outreach

Project Scope

- 8,000 sq ft greenhouse (multi-bay, compartmentalized)
- Fully equipped for year-round operation
- Classroom/lab (20–25 students)
- Storage (tools, soil, fertilizers)
- Workroom/potting area
- Mechanical/equipment room
- Office space

Key Features

- Polycarbonate or double-poly glazing
- Automated heating, cooling, and ventilation
- Shade curtains and supplemental lighting
- Irrigation (drip, ebb-and-flow, mist systems)
- Environmental control system (digital)

(B) What is the existing program and how will it be improved?

Agritech fall of 2027:**1. Educational Goals**

- Provide experiential learning labs for 15–25 students per session
- Teach propagation, crop management, pest control, and climate systems
- Prepare students for greenhouse and controlled environment agriculture careers

2. Program Goals

- Expand enrollment in agriculture/horticulture courses
- Create workforce ready graduates
- Create a self-supporting plant production component focused on precision agriculture and robotics

CAPITAL BUDGET REQUEST

- (C) What will be the impact on your operating budget?
There will be some additional operating costs for utilities, and upkeep. However, the actual operating costs will be offset by tuition and lab fees.

- (D) What are the consequences if this project is not funded?

Limited Program Growth & Enrollment Constraints

Without the greenhouse:

- You cannot expand hands-on agriculture or horticulture offerings
- Course capacity remains limited (especially lab-based courses)
- Enrollment growth in ag-related programs is constrained

1. Impact:

Missed opportunity to grow high-demand workforce programs and FTE revenue.

2. Reduced Workforce Training Capacity

Modern agriculture increasingly requires skills in:

- Greenhouse production
- Controlled Environment Agriculture (CEA)
- Hydroponics and automation

Without a facility:

- Students graduate without practical, job-ready skills
- Employers may look elsewhere for trained workers

Impact:

Weak alignment with regional workforce needs and economic development goals.

- (E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

Enrollment Growth & Program Expansion**Performance Measure:**

- Increase enrollment in Career & Technical Education (CTE) programs
- Growth in agriculture/horticulture course enrollment

1. How This Project Supports It:

- Expands lab capacity, allowing more course sections
- Attracts new students to high-demand, hands-on programs

2. Workforce Development & Job Placement**Performance Measure:**

- Job placement rates in high-demand fields
- Number of students completing workforce-aligned credentials

How This Project Supports It:

- Provides hands-on training in greenhouse operations and CEA
- Aligns curriculum with regional agriculture industry needs

3. Student Learning Outcomes / Experiential Learning**Performance Measure:**

- Percentage of programs with experiential or applied learning components
- Student competency achievement in technical skills

How This Project Supports It:

- Enables applied, lab-based instruction
- Improves skill mastery and real-world readiness

4. Industry Partnerships & Community Engagement**Performance Measure:**

- Number of active industry partnerships

CAPITAL BUDGET REQUEST

- Community engagement activities and participation
- How This Project Supports It:**
- Creates opportunities for partnerships with local growers and ag businesses
- Supports plant sales, workshops, and outreach events

5. Program Quality & Competitiveness**Performance Measure:**

- Program accreditation or quality benchmarks
- Student recruitment and retention rates
- How This Project Supports It:**
- Modernized facilities to match peer institutions
- Increases program attractiveness and retention through hands-on learning

(F) What is the anticipated measured outcome if this request is funded?

1. Increased Program Enrollment**Measured Outcome:**

- 15–20% increase in enrollment in agriculture/horticulture programs within 2–3 years

Metric Examples:

- Headcount in agriculture-related courses
- Number of declared majors or certificates

2. Expanded Course Capacity**Measured Outcome:**

- Addition of 3–6 new or expanded course sections annually

Metric Examples:

- Number of lab-based courses offered
- Student seat capacity per term

3. Improved Student Completion & Retention**Measured Outcome:**

- 5–15% increase in course completion and program retention rates

Metric Examples:

- Course success rates
- Year-to-year retention in agriculture programs

4. Enhanced Workforce Outcomes**Measured Outcome:**

- 10–25% increase in job placement rates in agriculture/horticulture fields

Metric Examples:

- Graduate employment rates
- Employer satisfaction or placement surveys
- Number of students placed in internships or apprenticeships

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

1. Utilities (Heating & Electricity)

- High due to winter climate
- **Annual Cost:** \$15,000

2. Supplies & Consumables

- Soil, seeds, fertilizers, pest management
- **Annual Cost:** \$10,000

3. Maintenance & Repairs

CAPITAL BUDGET REQUEST

- Equipment servicing and replacement
- System upkeep
- **Annual Cost:** \$5,000

4. Water & Miscellaneous

- Irrigation water
- Insurance and minor operating costs
- **Annual Cost:** \$5,000

5. Periodic Lifecycle Costs (Long-Term)

These are often overlooked but important for planning:

- Plastic/glazing replacement: every 4–10 years
 - Heating system replacement: 10–20 years
 - Control system upgrades: 7–15 years
- Plan for **\$10,000–\$40,000 in periodic reinvestment** depending on system type

Cost Offset Potential

With program fees and tuition:

- **Estimated revenue:** \$25,000 – \$30,000/year
- Can offset **30-50% of operating costs**

(H) Who is being served by this request and what is the impact if not funded?

1. Students (Primary Population)

- Agriculture, horticulture, and related program students
- Career & Technical Education (CTE) students
- Non-traditional and workforce re-entry learners

Benefit:

- Access to hands-on, experiential learning
- Development of job-ready technical skills
- Increased engagement and academic success

2. Local and Regional Employers

- Nurseries, greenhouses, and agricultural producers
- Landscaping and horticulture businesses
- Controlled Environment Agriculture (CEA) operations

Benefit:

- Pipeline of trained, work-ready employees
- Opportunities for internships, partnerships, and contract training

3. Community Members

- Individuals participating in workshops and continuing education
- Customers purchasing plants or produce
- K-12 students through outreach programs

Benefit:

- Access to educational programming
- Affordable, locally grown plants/products
- Increased community engagement with the college

4. Faculty and Academic Programs

- Agriculture and science faculty
- Interdisciplinary programs (biology, sustainability, technical education)

Benefit:

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CAPITAL BUDGET REQUEST

- Enhanced teaching capabilities
- Expanded curriculum opportunities
- Applied research and innovation potential

5. The Institution

- The college as a whole
- Enrollment management and workforce development initiatives

Benefit:

- Enrollment growth in CTE programs
- Strengthened community and industry partnerships
- Increased institutional visibility and competitiveness

Impact if Not Funded**1. Students**

- Limited access to hands-on training
- Reduced development of workforce-ready skills
- Lower engagement and potential decline in retention

2. Workforce & Employers

- Continued shortage of skilled workers in agriculture and horticulture
- Employers must recruit outside the region or invest in training

3. Academic Programs

- Inability to expand or modernize curriculum
- Reduced competitiveness compared to peer institutions
- Underutilization of faculty expertise

4. Community

- Fewer outreach and continuing education opportunities
- Limited engagement with local agriculture initiatives
- Loss of potential access to locally produced plants and goods

5. Institutional Impact

- Constrained enrollment growth in high-demand programs
- Missed grant and partnership opportunities
- Reduced ability to meet strategic workforce development goals

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	\$ N/A
A / E Fees	\$75,000
Construction	\$550,000
5% Contingency	\$31,250
F F & E	\$100,000
Asbestos	
Other	
Total	\$756,250

FUNDING:

PBF	\$756,250
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$756,250

Agency Head Signature: _____



Date: 05/29/2026

FY2028
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
 (New Buildings, Additions or Major Renovations)

AGENCY: College of Southern Idaho	PROJECT PRIORITY: 1
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PROJECT DESCRIPTION: Shields Academic Building Comprehensive Renovation
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ADDRESS / LOCATION: 315 Falls Ave, Twin Falls, ID 83301
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CONTACT PERSON: Spencer Cutler	PHONE: 208-732-6600
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PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

- (A) The Shields Building is 58 years old and has never undergone a comprehensive renovation - only limited, targeted upgrades to keep it operational. This project will be a full renovation addressing multiple deficiencies. Work will include reinforcing structural systems; repairing and upgrading outdated communication, electrical, plumbing, and HVAC systems; replacing worn finishes; correcting accessibility barriers; and installing new life safety systems. The building is approximately 49,300 square feet.

- (B) The Shields Building houses programs such as Mathematics, English, and Biology. Renovating this building will increase the number of students we can serve by facilitating more on-line hybrid classes and increasing computer labs. It will replace obsolete infrastructure in biology laboratories. It will provide ADA accessible work and study spaces in lecture halls and laboratories.

- (C) CSI's operating budget will not be increased. There is opportunity to reduce costs by improving energy efficiency and addressing future deferred maintenance needs.

- (D) Not funding the project will limit the number of students we can serve, hinder the College's ability to prepare students for the modern workplace environment, and increase future deferred maintenance costs. Please see item (H) for further explanation.

- (E) Strategic Goal: Drive Student Success. Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals;
 Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.

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CAPITAL BUDGET REQUEST

- (F) The College of Southern Idaho anticipates increased student enrollment, student retention and, ultimately, student success if this request is funded. Modern educational facilities are more attractive to students, thereby increasing their desire to enroll at the institution. Retention rates can also be increased by ensuring that students have access to learning spaces similar to those that they will encounter in the modern workplace. In the Shields Building, these spaces include science and mathematics laboratories. A modern learning environment will increase student post-graduation success in the workplace, by helping to ensure that students are able to learn using technology similar to what they will encounter in business and industry.
- (G) CSI conducted a facility condition assessment of this building a few years ago. Based on the findings, we chose to move forward with a round of basic upgrades to maintain operability and occupant comfort. Main electrical panels have been replaced, exterior doors have been upgraded, and selected areas received improvements to lighting and finishes. Funding for these upgrades has come from contributions by the CSI Foundation as well as state appropriations for projects recommended by the Permanent Building Fund Advisory Council (PBFAC).
- (H) Because the Shields Building is our largest instructional building, its modernization will impact the majority of students who attend CSI and enroll in face-to-face instruction. A significant number of our general education courses are taught in the Shields Building, courses that teach students the durable skills they will need to be successful in the workplace. Specifically, our English, Mathematics, Engineering, and Biology programs are housed in the building. The impact of not funding this upgrade is a continued decline in the college's ability to educate students in a facility that approaches the modern work environment. As the building's physical infrastructure continues to degrade, it will become less and less able to serve the students of Idaho. If this modernization is not funded, the building will continue to function for now. However, the upgrade will need to be done at some point in the near future, or the building will need to be replaced.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	\$ 0
A / E Fees	\$ 2,000,000
Construction	\$ 20,900,000
5% Contingency	\$ 1,250,000
F F & E	\$ 750,000
Asbestos	\$ 100,000
Other	
Total	\$ 25,000,000

FUNDING:

PBF	\$ 25,000,000
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$ 25,000,000

Agency Head Signature: _____

Date: _____

Spencer C. Cuthbert
 EXECUTIVE DIRECTOR OF FACILITIES
 7-6-2026

Division of Public Works

Revised 04/25

FY-2028

CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
 (New Buildings, Additions or Major Renovations)

AGENCY:	College of Western Idaho	PROJECT PRIORITY:	1
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PROJECT DESCRIPTION:	Metal Building - Construction Trades
ADDRESS:	Addition / Campus Dev. CYN - Canyon County Center - 2407 Caldwell Blvd, Nampa

CONTACT PERSON:	Nic Miller	PHONE:	208-994-1209
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PROJECT JUSTIFICATION

(A) Concisely describe what the project is.

This project will construct a new metal building to support the Construction Trades program, as well as student maker spaces and a fabrication lab at our Canyon County Center. Several industry partners have stepped forward with a request to establish a new construction trades program, as well as contributed funding to the concept. Existing programs at the Canyon County Center include HVAC, Plumbing and Electrical apprenticeship programs, and by adding these new services, we will create a more robust workforce pipeline. It is anticipated that we will add approximately 10,000sf of space which will include shop space, classroom space with some minimal improvements to the existing buildings to support program growth.

(B) What is the existing program and how will it be improved?

This would be in support of a new program to support entry level construction workers.

(C) What will be the impact on your operating budget?

There will be some minor impact to the operating budget, as additional utility consumption, maintenance and operational budgets grow.

(D) What are the consequences if this project is not funded?

If not funded CWI will need to drastically reduce scope.

(e) Please Identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report

The goal and priority of this project is to consolidate trades programs at one general location for CWI teaching and instruction.

(F) What is the anticipated measured outcome if this request is funded?

If funded this project will increase the pipeline of construction workers for the Treasure Valley.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

CWI will assume the ongoing operational costs.

(H) Who is being served by this request and what is the impact if not funded

If funded this project will increase the pipeline of construction workers for the Treasure Valley. If not funded, those workers and the companies supporting this effort will be impacted.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land

A / E Fees

Construction

Contingency

FF&E

Other

Total**FUNDING:**

PBF

General Account

Agency Funds

Federal Funds

Other

Total

\$ 3,000,000

\$ 1,000,000

\$ 4,000,000

Agency Head Signature: _____

Date: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES

AUGUST 12-13, 2026

ATTACHMENT 6

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**FY-2028
CAPITAL BUDGET REQUEST**

CAPITAL IMPROVEMENT PROJECTS (New Buildings, Additions or Major Renovations)

AGENCY:	College of Western Idaho	PROJECT PRIORITY:	2
PROJECT DESCRIPTION:		Health & Science - Phase 2	
ADDRESS:		Addition / Campus Dev. 5700 East Opportunity Dr.	
CONTACT PERSON:	Nic Miller	PHONE:	208-994-1209

PROJECT JUSTIFICATION

(A) Concisely describe what the project is.
 This project will consolidate all Health programs at the Main Nampa Campus, including our non-credit, workforce development offerings such as Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), and Medical Assistant. This building would also include additional science labs to serve these and other healthcare programs, as well as large capacity classrooms to support the high growth of these in-demand degrees. By co-locating all of the healthcare programs, we will also provide one location for industry partners to recruit. This new building will establish a center for healthcare programs at CWI.

(B) What is the existing program and how will it be improved?
 The existing programs include CNA, EMT, Medical Assistant and others. By locating all of them together, we will improve the student experience, as well as the transfer of those students into other programs. For example, the 20% of nursing students at CWI come from the CNA program and this could further increase those that continue their education.

(C) What will be the impact on your operating budget?
 There will be some minor impact to the operating budget, as additional utility consumption, maintenance and operational budgets grow.

(D) What are the consequences if this project is not funded?
 If not funded these additional student services will not be located within the main Nampa campus and will be difficult for students and limit success.

(e) Please Identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report
 The goal and priority of this project is to consolidate Health and Science offerings into our main Nampa campus.

(F) What is the anticipated measured outcome if this request is funded?
 If funded this project will consolidate all health programs in one location. This will provide a centrally located building within the Treasure Valley for all CWI students and faculty to receive additional education in health fields.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.
 CWI will assume all ongoing operating costs.

(H) Who is being served by this request and what is the impact if not funded
 Students seeking careers in healthcare and employers seeking workforce in this industry will be served by this request.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land
 A / E Fees
 Construction
 Contingency
 FF&E
 Other

FUNDING:		
PBF		\$ 17,000,000
General Account	\$ 950,000	
Agency Funds	\$ 17,500,000	\$ 4,000,000
Federal Funds	\$ 1,600,000	
Other	\$ 950,000	
Total	\$ 21,000,000	\$ 21,000,000

Agency Head Signature: _____

Date: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES

AUGUST 12-13, 2026

ATTACHMENT 6

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FY-2028

CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS (New Buildings, Additions or Major Renovations)

AGENCY:	College of Western Idaho	PROJECT PRIORITY:	3
PROJECT DESCRIPTION:	Public Safety Training Facility		
ADDRESS:	TBD		
CONTACT PERSON:	Nic Miller	PHONE:	208-994-1209

PROJECT JUSTIFICATION

(A) Concisely describe what the project is.

This project will consolidate public safety training in southwest Idaho. The project will provide a central location within the Treasure Valley for public safety training for Police officers and Fire personnel from multiple jurisdictions. This project would construct a public safety training facility which would include the construction of various elements to serve public safety professionals.

(B) What is the existing program and how will it be improved?

CWI currently offers Fire Safety and Law Enforcement training. This would greatly increase the capacity to train students as well as serve existing public safety employees.

(C) What will be the impact on your operating budget?

There will be some impact to the operating budget, as additional utility consumption, maintenance and operational budgets grow.

(D) What are the consequences if this project is not funded?

There will continue to be limited options to serve the public safety community for training.

(e) Please Identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement

The goal and priority of this project is to centralize a regional Public Safety training Facility to be operated by CWI and available to all jurisdictions within the state of Idaho.

(F) What is the anticipated measured outcome if this request is funded

If funded this project will consolidate and expand Public Safety training facilities within the state of Idaho. Creating one large central location for all jurisdictions to receiving the necessary training.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

This is to be determined at a later date.

(H) Who is being served by this request and what is the impact if not funded

This project will have the ability to serve all public service department from across the state. If not funded these training facilities will continue to be scattered all over across the state, relying on each department to obtain the necessary resources to fund and provide this training.

Land	\$	5,000,000	PBF	\$	40,000,000
A / E Fees	\$	8,000,000	General Account		
Construction	\$	62,000,000	Agency Funds		
Contingency	\$	3,000,000	Federal Funds		
FF&E	\$	7,000,000	Other	\$	40,000,000
Other					
Total	\$	80,000,000	Total	\$	80,000,000

Agency Head Signature: _____

Date: _____

FY-2028
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
 (New Buildings, Additions or Major Renovations)

AGENCY:	College of Western Idaho	PROJECT PRIORITY:	4
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PROJECT DESCRIPTION:	Cap Ed Student Success Center - Phase 2
ADDRESS:	Health Science Building - 5600 East Opportunity Dr.

CONTACT PERSON:	Nic Miller	PHONE:	208-994-1209
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PROJECT JUSTIFICATION

(A) Concisely describe what the project is.

This would expand all student services on the Main Nampa Campus by bringing Dual Credit, the Work Based Learning Center, and additional student services to a new building.

(B) What is the existing program and how will it be improved?

There are various student support programs that aren't currently able to locate on the Main Nampa Campus, meaning students are required to move between locations to access these critical services. This central location would allow for ease of access for students.

(C) What will be the impact on your operating budget?

There will be some impact to the operating budget, as additional utility consumption, maintenance and operational budgets grow.

(D) What are the consequences if this project is not funded?

If not funded these additional student services will not be located within the main Nampa campus and will be difficult for students and limit success.

(E) Please Identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement

The goal and priority of this project is to continue to centralize essential student support services onto the Main Nampa Campus.

(F) What is the anticipated measured outcome if this request is funded

All CWI students will have a central location to obtain essential student focused services, testing, work based learning, dual credit and increased student support.

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

CWI will allocate funds to spur this development and assume all ongoing operating costs.

(H) Who is being served by this request and what is the impact if not funded

All students will benefit from having a truly centralized point to provide services.

Land	\$	25,000,000	
A / E Fees	\$	2,000,000	PBF General Account
Construction	\$	24,000,000	Agency Funds
Contingency	\$	1,500,000	Federal Funds
FF&E	\$	2,500,000	Other
Other			
Total	\$	30,000,000	Total
		\$	30,000,000

Agency Head Signature: _____

Date: _____

FY2028

CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: North Idaho College

PROJECT PRIORITY: 1

PROJECT DESCRIPTION: POST EVOC TRACK AND FACILITY

ADDRESS:

CONTACT PERSON: Sarah Garcia, VP
Finance

PHONE: 208-769-3341

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is. The North Idaho College (NIC) Law Enforcement program provides training to existing officers of law enforcement agencies in (North) Idaho and for NIC students seeking employment in Law Enforcement. The Basic Patrol Academy is recognized by the Idaho Peace Officers Standards and Training (POST) Council. The academy meets five days per week, approximately eight hours per day in both the Fall and Spring semesters.

This project would provide a new training facility on land already owned by NIC. The facility would include an EVOC (emergency vehicle operations course) as well as other training facilities such as classrooms and support spaces. This program is a requirement of the POST Training Academy and is currently being offered at the CDA airport.

Additionally, this project would support other first responder agencies, school districts and others as a dedicated training facility. This allows for ambulance, fire truck, police, school bus, snow plow and other public service drivers to get training in a realistic yet self-contained area. This will protect the public by reducing risk of collisions or accidents.

Other funding for this project is expected to come through a combination of grants, fundraising and in-kind support.

- (B) What is the existing program and how will it be improved? Currently the POST Academy at NIC utilizes an area at the Coeur d'Alene airport for this training. The location is challenging and availability is impacted by other emergency needs. In addition, the area being used is expected to be reconfigured reducing the size and therefore the utility of it.
- (C) What will be the impact on your operating budget? It is anticipated that this facility could be rented out for other training needs and would have a positive impact on the overall budget.
- (D) What are the consequences if this project is not funded? The college and local law enforcement will need to build/identify alternative space for EVOC. It is a required element of the POST program as well as a continuing education requirement for law enforcement per IDAPA.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

FY2028**CAPITAL BUDGET REQUEST****ESTIMATED BUDGET:**

Land	<u>\$ 0</u>
A / E Fees	<u>\$1,000,000</u>
Construction	<u>\$12,000,000</u>
5% Contingency	<u>\$600,000</u>
F F & E	<u>\$1,500,000</u>
Other	<u>\$200,000</u>
Total	<u>\$15,300,000</u>

FUNDING:

PBF	<u>\$ 12,000,000</u>
General Account	<u></u>
Agency Funds	<u>\$2,050,000</u>
Federal Funds	<u></u>
Other	<u>\$1,250,000</u>
Total	<u>\$15,300,000</u>

Agency Head Signature: _____

Date: June 1, 2025

FY2028

CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: North Idaho College

PROJECT PRIORITY: 2

PROJECT DESCRIPTION: DeArmond Building 3rd Floor Addition

ADDRESS / LOCATION: 901 W. River Ave., Coeur d'Alene, Idaho 83814

CONTACT PERSON: Sarah Garcia

PHONE: (208) 769-3341

PROJECT JUSTIFICATION: (Specify the authority in statute or rule that supports this request)

(A) Describe in detail what the project is.

The DeArmond building on the NIC campus was originally designed to be a three-story building, but at the time it was built, budget restrictions limited the building to two stories. This project would add the third story to the building and create a centralized office and administrative area where different student and college services would be in close proximity to each other and the registration center.

(B) What is the existing program and how will it be improved?

The current building houses the student registration department and is the first contact point to the college for many new students. By having all of the different student services located in the same building, it will streamline our ability to help new students when enrolling and they need assistance from different departments rather than being directed to different buildings across campus.

(C) What will be the impact on your operating budget?

There will be an increase in utilities and custodial costs with the additional square footage that this addition would create but the vacated office spaces across campus would be able to be reclaimed for class room space without the need to add onto multiple buildings or to build a completely new building.

(D) What are the consequences if this project is not funded?

If this project is not funded, the college will need to explore options to increase class sizes/student to instructor ratios, schedule classes later into the afternoon or evening to accommodate our student population that has been consistently increasing over the last several years. There would also be the need to continue directing students to other buildings on campus to receive assistance for services like financial aid and transcript reviews.

(E) Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

(F) What is the anticipated measured outcome if this request is funded?

FY2028**CAPITAL BUDGET REQUEST**

(G) Detail any current one-time or ongoing Operating Expenditures or Capital Outlay and any other future costs.

(H) Who is being served by this request and what is the impact if not funded?

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

Land	\$ N/A
A / E Fees	1,200,000
Construction	10,000,000
5% Contingency	500,000
F F & E	1,500,000
Asbestos	N/A
Other	
Total	\$13,200,000

FUNDING:

PBF	\$
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$

Agency Head Signature: _____

Date: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

SUBJECT

Boise State University – FY 2026 Athletics Budget Update

BACKGROUND

Boise State University (BSU) Athletics has experienced great success in recent years due to winning seasons, strong ticket sales and donor support. In FY 2025, they ended the year with a large cumulative surplus, primarily due to Mountain West Conference revenue earned in FY 2025, but not received until FY 2026 due to the planned move to the Pac-12 starting in July of 2026.

Pursuant to the House vs. NCAA settlement in June of 2025, the maximum allowable revenue share payments for student athletes was set at \$20.5 million per institution. In response, BSU Athletics budgeted nearly \$10 million in revenue share payments for student athletes.

The FY 2026 BSU Athletics budget was impacted by this first year of revenue share distributions and the impact of exiting the Mountain West Conference, resulting in a projected deficit of nearly \$13.5 million. However, this projected deficit amount was offset by the prior year surplus, resulting in an estimated cumulative deficit of nearly \$2 million at fiscal year-end.

Per Board policy, this projected deficit was shared with the Board's Executive Director.

PROPOSAL

BSU is providing this update to inform the Board of the current status of the FY 2026 BSU Athletics budget, the financial impacts associated with the transition to the Pac-12 Conference and implementation of student-athlete revenue sharing, and the anticipated budget outlook for FY 2027. This is an informational item only.

IMPACT

Two (2) significant events impacted the FY 2026 BSU Athletics budget: 1) The transition from the Mountain West Conference to the Pac-12 Conference and, 2) the implementation of revenue share. BSU Athletics was able to offset many of these expenses with strong support from donors, special events revenue as well as University and student support.

As University and BSU Athletics staff work to set the FY 2027 Athletics budget, it is clear that two (2) significant and currently unknown items will impact this budget: 1) The first year of membership in the Pac-12 conference and, 2) the establishment of the revenue share budget in the Fall of 2026. While these amounts are not known at this time, it is anticipated that expenses will exceed projected revenues for the fiscal year, resulting in a cumulative deficit ranging between \$14 and \$18 million. The deficit will reside in the BSU Athletics budget and will not cause the University to be in a financial deficit, due to offsetting positive balances and reserves sufficient to carry this level of deficit for the coming fiscal year. The BSU Athletics budget is updated and reviewed monthly with the University CFO's office to ensure that expenditures are closely monitored.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

Efforts are underway to increase revenues through special events, including stadium concerts and events at Albertsons Stadium and Extra Mile Arena, as well as continued donor and University support. On the expense side, personnel costs are expected to increase due to contractual salary increases and higher health insurance premiums. Operating and capital outlay expenses include inflationary cost increases. The BSU Athletics department expects to request an increase to the total revenue share distribution and this will likely be the largest expense increase for the FY2027 budget. The 2027 maximum allowance for revenue share per the U.S. House settlement increases to \$21.3 million. While BSU Athletics will not approach that maximum, there will be pressure to increase the awards to be competitive in the Pac-12 Conference. This amount will be determined in the fall of 2026 and the impact on the FY 2027 budget will be shared with the SBOE Executive Director. Future Board action on the projected FY 2027 deficit will be determined after that decision is made.

The BSU Athletics department is managing the operating and capital outlay expenses to keep increases as minimal as possible in an inflationary environment. Simultaneously, it will continue to explore opportunities for state and local operating and capital investments, East Stadium Expansion to support revenue generating activities, and national intervention to establish limitations related to college athletics and revenue share. In addition,

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.X.4.a. requires institutions to notify the Executive Director when an athletics program is projected to incur a budget deficit. Boise State University (BSU) has complied with this requirement by notifying the Executive Director of the projected FY 2026 deficit and is providing this update to keep the Board informed of the current financial status of its athletics program.

While BSU Athletics is projecting a cumulative deficit for FY 2027, BSU has indicated that sufficient institutional reserves exist to absorb the projected deficit without adversely affecting the institution's overall financial position. The BSU Athletics budget will continue to be monitored closely by BSU stakeholders and updates will be provided to the Executive Director as additional information becomes available regarding revenue sharing and Pac-12 Conference operations.

No action needed; this agenda item is for informational purposes only.

ATTACHMENTS

Attachment 1 – BSU Athletics Budget Projection FY 2025 and FY 2026

BOARD ACTION

This item is for informational purposes only.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

APPLICABLE STATUTE, RULE OR POLICY

Board Policy V.X.4.a. Intercollegiate Athletics

REFERENCE

N/A

Athletics Budget Projection FY2025-2026

	FY2025 Actuals		FY2026 Budget	
Revenue				
Program Revenues	\$46,070,547		\$30,414,303	1
Special Event Revenues			\$300,000	2
Private Gifts	\$22,688,630		\$25,516,865	
Appropriations	\$10,004,500		\$9,966,980	
Student Fees	\$4,893,557		\$4,900,000	
University Support	\$3,500,000		\$3,000,000	3
	<u>\$87,157,234</u>		<u>\$74,098,148</u>	
Expenses				
Personnel	\$28,231,037		\$29,383,910	
Other Operating Expenses	\$31,018,760	4	\$38,622,210	5
Capital Outlay	\$8,407,602		\$1,000,000	
Revenue Share	\$0		\$9,999,477	6
Scholarships	\$8,056,489		\$8,573,216	
	<u>\$75,713,888</u>		<u>\$87,578,813</u>	
Surplus/(Deficit)	\$11,443,346	7	(\$13,480,665)	8
Prior Year Surplus/(Deficit)	<u>\$41,098</u>		<u>\$11,484,444</u>	
Estimated Cumulative Net Surplus/(Deficit)	<u>\$11,484,444</u>		<u>(1,996,221)</u>	9

1 Program Revenue is higher in FY25 due to the College Football Playoff distribution and revenue collected for the Post Malone concert.

2 Special Event revenue to include stadium concerts and events net revenue; jersey patches; sponsorship revenue; Learfield revenue share.

3 The university provided debt service support in FY2026. In FY2025, the university provided a loan to cover Pac-12 transition expenses (in lieu of loan offered by the Pac-12).

4 Other operating expense category includes services, supplies, insurance, utilities, rent, miscellaneous expenses and concert expenses.

5 FY26 Other Operating Expenses was impacted by one-time increases due to MWC exit.

6 In FY26, Boise State budgeted \$10M in revenue share payments pursuant to the House v. NCAA settlement. The 2026 maximum allowable under the settlement was \$20.5M.

7 FY25 surplus is total revenue (including conference revenue earned in FY25 but not received until 2026 due to the move to the Pac-12) less total expenses.

8 Projected FY26 deficit including estimated impact of MWC exit to conference revenue and the first year of revenue share distributions.

9 Estimated FY26 deficit offset by previous years' surplus amounts.

SUBJECT

Idaho State University – P3 Student Housing Project Pre-Development Agreement

BACKGROUND

Idaho State University (ISU) seeks authorization to enter into a Pre-Development Agreement (PDA) with Radnor Property Group, the developer selected through a competitive two-step procurement process (RFQ/RFP) for a Public-Private Partnership (P3) student housing project.

The project involves the planning, design, and financing of a new on-campus housing community consisting of approximately 350-370 apartment-style beds on the Pocatello campus. This initiative addresses a critical need, as on-campus housing has remained at near 100% capacity for several years, including the past four (4) consecutive years of enrollment growth. The PDA serves to memorialize essential terms and conditions—including the pre-development budget, exclusivity, and site access—before the execution of definitive project agreements and financial closing.

Unlike the PDA, which is limited to planning and design, the subsequent Project Agreement(s) will govern long-term development, construction, operations, and financial closing. Upon completion of these initial pre-development activities, the University intends to present a subsequent request to the Board in early 2027 for the authorization of finalized project agreements and the formal commencement of construction.

PROPOSAL

ISU requests Board approval to enter into a Pre-Development Agreement (PDA) with Radnor Property Group for the proposed Public-Private Partnership (P3) student housing project on the Pocatello campus. The PDA authorizes the parties to complete pre-development activities, including project planning, design development, due diligence, and negotiation of definitive project agreements. Execution of the PDA does not authorize construction or commit ISU to the final project. ISU will return to the Board for approval of the definitive project agreements and authorization to proceed with construction prior to financial close.

IMPACT

By utilizing the P3 model, the University can meet pressing housing demands while shifting risks associated with development, construction, and operations to the developer. The PDA is restricted to foundational pre-development work—such as site assessment, design development, and exclusivity—required to conclude the final Project Agreements. This strategy allows the University to maintain governance and supervision during the initial stages, reducing financial and operational liability prior to the execution of long-term contracts and the completion of financial arrangements.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. requires Board approval for significant capital projects and agreements associated with the development of university facilities. The proposed Pre-Development Agreement represents the initial phase of ISU's planned Public-Private Partnership (P3) student housing project and is appropriately before the Board for consideration.

The proposed agreement authorizes only pre-development activities, including planning, design, site evaluation, and negotiation of definitive project documents. It does not authorize construction or obligate ISU to proceed with the development. Any subsequent Project Agreement governing financing, construction, ownership, operations, and long-term financial commitments will be presented to the Board for approval prior to execution and commencement of construction.

Board staff reviewed the proposed agreement and finds that it is consistent with the Board's phased capital project approval process. The agreement allows ISU to advance project planning while preserving Board oversight of future project commitments.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Pre-Development Agreement (Radnor Property Group)
Attachment 2 – P3 Student Housing Presentation

BOARD ACTION

I move to approve the request by Idaho State University (ISU) to enter into a Pre-Development Agreement with Radnor Property Group for the development of new student housing on the Pocatello campus. I further authorize ISU's Vice President of Operations to execute the agreement and all necessary related documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy V.K. Construction Projects

REFERENCE

December 2024	Idaho State University Campus Master Plan
December 2025	Board Authorization to Solicit P3 Proposals
January 2026	Issuance of ISU Request for Qualifications (RFQ #20260112)
March 2026	Issuance of ISU Request for Proposals (RFP #20260316)

PRE-DEVELOPMENT AGREEMENT

THIS PRE-DEVELOPMENT AGREEMENT (hereinafter “Agreement”) is made and entered as of August 14, 2026 (the “Effective Date”) by and among **Idaho State University** (the “University” or “ISU”) and **RPG Gate City Developer, LLC**, a Pennsylvania limited liability company (the “Developer”); the University and Developer shall sometimes collectively be referred to herein as the “Parties” and each as a “Party”.

RECITALS

WHEREAS, the University desires the Developer to plan, design, build, finance, operate, and maintain a new on-campus student housing community of approximately 370 apartment-style beds (the “Project”) through a public-private partnership structure at the main campus in Pocatello, Idaho;

WHEREAS, on January 12, 2026, the University issued its Request for Qualifications (RFQ #20260112) (the “RFQ”) under which private development firms qualified to enter into a public-private partnership transaction with the University submitted statements of interest, and pursuant to which certain shortlisted respondents were invited to submit proposals for the development of the Project under that certain Request for Proposal (RFP # 20260316), issued on March 16, 2026 (the “RFP”);

WHEREAS, Radnor Property Group, LLC, the parent company of the Developer, submitted a Response to the RFP dated May 11, 2026 and Best and Final Offer dated June 8, 2026 (the “RFP Response”);

WHEREAS, on June 10, 2026, the University selected the Developer as the proposer found to be most advantageous to the University, based on the factors set forth in the RFP and the RFP Response;

WHEREAS, certain terms in connection with the development of the Project are set forth in Exhibit E (the “Key Project Terms”), which the parties intend will govern the development and operation of the Project; and

WHEREAS, the University and the Developer each desire to memorialize certain terms and conditions regarding the Project before the Financial Closing (as defined herein) when definitive Project Agreements (as defined herein) would be executed.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained herein, and intending to be legally bound hereby, the University and the Developer agree as follows:

1. Pre-Development Generally.

(a) General.

(i) Subject to the conditions that the Developer and the University first come to agreement on the cost, terms, conditions, and other aspects of the structure, ownership, development, construction, financing, operation, maintenance, and management (collectively, the “Preliminary Closing Conditions”), the University and the Developer currently anticipate that approximately one hundred eighty (180) days prior to the date of financial close of the financing of the Project (the “Financial Closing”) University and Developer would agree on the form and substance of the following, to be entered into and performed on and after Financial Closing, as follows:

(A) the University will enter into a ground lease (the “Ground Lease”) with

the Developer or a special purpose entity to be formed by the Developer for the purpose of fulfilling the lessee's obligations under the Ground Lease (the "Project Company");

(B) the Developer (or an affiliate of the Developer) will design, build, operate, and maintain the Project on terms consistent with the Key Project Terms; and

(C) the Developer (or an affiliate of the Developer) will enter into one or more agreements with the University regarding the performance by the University of certain services including, but not limited to: residence life, security, and information technology services (to the extent applicable) on terms consistent with the Key Project Terms (the agreements described in (A) and (B) above being referred to herein as the "Project Agreements").

The Parties acknowledge and agree that if the Parties mutually determine that it is beneficial to have the University enter into a long-term service concession agreement with the Developer (or an affiliate of the Developer) or the Project Company in lieu of a Ground Lease, the Parties will endeavor to negotiate an amendment to this Agreement reflecting such change in structure.

(ii) Developer shall perform the Pre-Development Activities with the standard of care, exercise of professional skill and judgment, and quality of services rendered by developers performing the same or similar type services in connection with projects comparable to the Project for owners sufficiently similar in kind to the University, with Pre-Development Activities pursued expeditiously and diligently in accordance with any milestones agreed upon by the Parties, and, further, in accordance with expenditures under the Pre-Development Budget and subject to the Pre-Development Expenses Cap (as such terms are defined below).

(iii) Upon identification and acceptance of its role hereunder as the Project Company, the Project Company shall execute the Acknowledgement of Project Company set forth at the end of this Agreement and thereby agree to perform the obligations of the Project Company hereunder.

(iv) Developer agrees that at the Financial Closing it will execute and deliver to the University an investment grade Project guaranty and/or combination of one or more performance bonds, liquid financial instruments and cash retainage for completion of the Project in form satisfactory to the Parties and any Project lender/capital partner, pursuant to which the Developer will guaranty Project completion on-time and on-budget as such development budget and Project timeline may be agreed upon by the Parties and set forth in the Project Agreements.

(b) Exclusivity. During the Term, the University agrees that it will negotiate exclusively with Developer with respect to the development of the Project.

2. Pre-Development Budget.

The Developer plans to expend in good faith monies to engage third-parties and to allocate internal resources in furtherance of the pre-development of the Project. Such expenditures anticipated to be expended in furtherance of the pre-development of the Project are specifically described in the pre-development budget set forth in Exhibit B (such budget, as amended, modified and/or supplemented from time to time with the University's prior written consent, not to be unreasonably withheld, conditioned or delayed, in each instance, the "Pre-Development Budget"). The Developer shall have the right to re-allocate amounts contained in particular line items within the Pre-Development Budget to and from other line items within such Pre-Development Budget, provided, however, that re-allocations within the applicable sub-groups of the Pre-Development Budget may not exceed, in the aggregate a ten percent (10%) increase or decrease adjustment without the prior written consent of the University. The expenditures identified in the Pre-Development Budget are collectively referred to in this Agreement as the "Pre-

Development Expenses.” The activities described and identified in the Pre-Development Budget are collectively referred to in this Agreement as the “Pre-Development Activities.” The Developer shall submit to the University a report on or prior to the 15th day of each month commencing the calendar month immediately succeeding the Effective Date, detailing the amount of Pre-Development Expenses, by type or category, incurred by the Developer in the preceding month. The cap for Pre-Development Expenses under this Agreement shall be \$2,289,118 (the “Pre-Development Expenses Cap”).

During the Term of this Agreement, in no event shall the Developer purchase any materials, nor incur any hard costs without the express written consent of the University.

3. Development Fee.

The Developer acknowledges that the Project Agreements will provide for the payment of a development fee by the Project Company to the Developer (“Development Fee”). By executing this Agreement, the University has not agreed to pay the Development Fee. While the Project Agreements will definitively set forth the amount of the Development Fee and terms and conditions upon which the Development Fee will be paid, Developer agrees generally that the Project Agreements will provide for following:

(a) The Parties hereby agree to negotiate in good faith the proposed amount of the Development Fee, which proposed amount will be reflected in an addendum to this Agreement.

(b) The Development Fee is to be paid by the Project Company in accordance with the following schedule as long as the Developer is not in default of its obligations under the Project Agreements:

(i) an amount equal to thirty-five percent (35%) of the Development Fee shall be earned for services rendered prior to the Financial Closing and shall be paid to the Developer at the Financial Closing;

(ii) an amount equal to fifty-five percent (55%) of the Development Fee shall be paid to the Developer in equal monthly installments during construction; and

(iii) an amount equal to ten percent (10%) of the Development Fee shall be paid to the Developer upon final completion of the Project.

4. Access to Site.

The University hereby grants to the Developer, Developer’s general contractor or construction manager for the Project (the “Contractor”), Developer’s architects and engineers designing the Project (collectively, the “Architect”), and their respective affiliates, engineers, consultants, advisors, agents, and other subcontractors (together with the Contractor and the Architect, the “Permitted Persons”), a non-exclusive license to access the premises approximately depicted on Exhibit C (the “Project Site”), for the purpose of performing the Pre-Development Activities, along with the incidental right of ingress and egress over and across the property owned by the University to and from the Project Site; provided, however, that any such ingress and egress shall occur via the shortest path reasonably possible to access the Project Site. All access granted by this Section 4 shall be pursuant to the terms and conditions of this Section 4. In the event this Agreement expires by its terms, is terminated pursuant to the terms hereof or is otherwise determined to be of no further force or effect, the Developer shall restore the Project Site to substantially the same condition in which the Project Site was found before the Pre-Development Activities were undertaken. Prior to any entry by a Permitted Person upon the Project Site, the Developer shall provide Project Company and the University with certificate(s) of insurance evidencing compliance with the University’s policies for insurance requirements for vendors/contractors on University premises as described in Exhibit D attached hereto. The Developer shall cause the Permitted Persons to also carry insurance in compliance with the University’s policies for insurance requirements for vendors/contractors

on University premises. The Permitted Persons shall not perform or cause to be performed any invasive testing on the Project Site (including, without limitation, any earthmoving, drilling, construction, or demolition activities) without prior written approval specifically as to the proposed scope of work.

5. Role of the University during the Pre-Development Process.

Prior to the Financial Closing, the University agrees to reasonably cooperate with the Developer, in the following activities:

- (a) securing the approval of the Idaho State Board of Education (the “SBOE”);
- (b) assistance in working with the Developer and applicable regulatory bodies to secure all land entitlements and zoning required to develop the Project, if necessary;
- (c) participation in design review of the Project to ensure that the Project meets Project Company’s goals and standards and is consistent with the University’s goals or standards; and
- (d) participation in market demand studies for the Project.

6. Term.

The “Term” of this Agreement shall become effective as of the Effective Date and shall continue in full force and effect until the earlier of (i) the Financial Closing, (ii) termination of this Agreement pursuant to Section 7 herein, or (iii) the Financial Closing Deadline (as defined below); except as may be extended as provided for under this Agreement, and provided that the obligations of Developer under Sections 4, 11 and 12 shall survive the termination of this Agreement.

7. Termination.

This Agreement may be terminated as a result of the occurrence of any one of the following events by giving written notice to the other Party:

- (a) the University may terminate this Agreement in the event of a material breach of this Agreement by the Developer, after the Developer’s failure to cure such breach (if reasonably capable of cure) within 30 days of receipt of written notice of such breach;
- (b) if the Financial Closing cannot be achieved by October 31, 2027 (as such Financial Closing deadline may be extended as set forth in Section 8(c) or as otherwise agreed by the Parties, the “Financial Closing Deadline”) (and provided that, for the avoidance of doubt, any failure to satisfy the Financial Closing Deadline due to the fault of the Developer shall entitle the University to terminate pursuant to Section 7(a) and any failure to satisfy the Financial Closing Deadline due solely to the fault of the University shall entitle the Developer to terminate pursuant to Section 7(d));
- (c) by any Party, if, after ongoing good faith negotiations between the Parties, the Parties are unable to agree on final Project Agreements necessary to reach the Financial Closing by the Financial Closing Deadline (provided that, for the avoidance of doubt, any University termination following a failure of the Developer to agree to Project Agreement terms consistent with the Key Project Terms shall be a termination for Developer material breach pursuant to Section 7(a));
- (d) the University may unilaterally terminate this Agreement for its convenience at any time during the Term (a “Termination for Convenience”), which termination shall be effective on the date on which the Developer receives such notice; or
- (e) if at any time during the Term, the Parties mutually determine that the viability of the Project is jeopardized due to a denial by any State governmental entity (other than the SBOE) to provide a

necessary final and non-appealable entitlements and/or approvals (not resulting from the Developer's failure to perform its obligations under this Agreement, negligence, or misconduct) that would materially delay a Project milestone or otherwise preclude the development of the Project; or

(f) if at any time during the Term, the Parties mutually determine that the viability of the Project is jeopardized due to an SBOE denial, or if after seeking SBOE approval, Developer determines, in its commercially reasonable discretion, that Project viability is jeopardized due to a denial or material modification of the Project by the SBOE.

8. Payment of Pre-Development Expenses; Extension of Financial Closing Deadline.

(a) The actual amount of Pre-Development Expenses incurred by the Developer are to be reimbursed to the Developer at the Financial Closing with proceeds of the Project financing; provided, however, that:

(i) if this Agreement is terminated pursuant to Section 7(a), then the University shall not be obligated to the Developer to pay any amount of Pre-Development Expenses or any Developer Fee;

(ii) if this Agreement is terminated pursuant to Section 7(b), then the University shall reimburse the Developer in an amount equal to (A) fifty percent (50%) of the actual costs incurred by the Developer as of the date of termination for the items set forth in the Pre-Development Budget and (B) fifty percent (50%) of the Development Fee earned for services rendered prior to the Financial Closing as set forth in Section 3(b)(i);

(iii) if this Agreement is terminated pursuant to Section 7(c), then the University shall reimburse the Developer in an amount equal to (A) fifty percent (50%) of the actual costs incurred by the Developer as of the date of termination for the items set forth in the Pre-Development Budget and (B) fifty percent (50%) of the Development Fee earned for services rendered prior to the Financial Closing as set forth in Section 3(b)(i);

(iv) if this Agreement is terminated pursuant to Section 7(d), then the University shall (A) reimburse the Developer in an amount equal to the actual costs incurred by Developer as of the date of termination for the items set forth in the Pre-Development Budget, which reimbursement shall in no event exceed the maximum amount set forth for the cost being reimbursed under the applicable line items of the Pre-Development Budget, and (B) pay the Developer one hundred percent (100%) of the Development Fee earned for services rendered prior to the Financial Closing as set forth in Section 3(b)(i);

(v) if this Agreement is terminated pursuant to Section 7(e), then the University shall reimburse the Developer in an amount equal to fifty percent (50%) of the actual costs incurred by the Developer as of the date of termination for the items set forth in the Pre-Development Budget; and

(vi) if this Agreement is terminated pursuant to Section 7(f), then the University shall reimburse the Developer in an amount equal to (A) one hundred percent (100%) of the actual costs incurred by the Developer as of the date of termination for the items set forth in the Pre-Development Budget and (B) one hundred percent (100%) of the Development Fee earned for services rendered prior to the Financial Closing as set forth in Section 3(b)(i).

(b) Any amount under this Section 8 to be reimbursed by the University shall be referred to herein as "Reimbursable Pre-Closing Costs". In the event the University is required to reimburse the Developer for any Reimbursable Pre-Closing Costs, the University shall be required to pay the Developer for such amounts within sixty (60) days after the Developer submits an invoice identifying the Reimbursable

Pre-Closing Costs to be reimbursed and documentation of such incurred costs and the University approves such invoice and documentation.

(c) If the Financial Closing cannot be achieved by the Financial Closing Deadline due to Force Majeure (as hereinafter defined), then the Developer may, at its option and by written notice to the University no later than ten business days prior to the expiration of the initial Financial Closing Deadline, extend the Financial Closing Deadline to a date no later than the date which is 120 days after the initial Financial Closing Deadline. For the avoidance of doubt, such extension shall be a one-time right that and following the expiration of any modified Financial Closing Deadline the termination provisions of Section 7(b) shall be applicable.

9. Work Product.

All Pre-Development Activities are conditioned upon Developer providing to the University copies of all written reports, studies, analyses, surveys, designs, plans, drawings and other written, graphic and three-dimensional work product prepared by or on behalf of the Developer by third parties (excluding Developer's attorneys) as part of the Pre-Development Activities for the Project (collectively, "Work Product"). All Work Product shall be and remain the property of Developer until (i) Financial Closing, in which event the Work Product shall be transferred to the University, the Project Company, or their respective designees, as applicable, upon the reimbursement of Pre-Development Expenses pursuant to Section 8 or (ii) the purchase by the University of such Work Product pursuant to the following provisions. The University shall not use or disclose any Work Product unless the University fully reimburses Developer for the cost of such Work Product. Upon termination of this Agreement, the University may elect to purchase the Work Product for a price equal to the Pre-Development Expenses actually incurred by Developer up through the date of termination, and any amounts paid by the University pursuant to Section 8 shall be fully credited to the University toward the purchase of such Work Product. In the event the University elects to purchase the Work Product, the Developer shall transfer, assign and convey to the University (or its nominee or designee) any and all of its right, title and interest in and to the Work Product produced by third-party professional service providers who were engaged by the Developer pursuant to the Pre-Development Budget and purchased by the University free and clear of all liens, and the Developer shall cause the Work Product to be addressed to the University, with the University having the right to rely upon, to the same extent as the Developer, such Work Product.

10. Compliance; Invoicing.

The Developer agrees to the following:

(a) With respect to the Project, provide a single point of managerial-level contact for Project Company and the University: (i) to coordinate all requirements; (ii) to be the point of contact for any problems/questions that may arise; (iii) meet periodically with personnel of the Project Company and the University upon reasonable notice; (iv) to research information; and (v) to deliver special reports as reasonably needed or directed by the Project Company or the University.

Developer's Single Point Contact Person:

Name: Nick Allen

Title: Director, Public Private Partnerships

Address: 797 E Lancaster Ave Ste 250, Villanova PA, 19085

Email: nallen@radnorproperty.com

Phone: (610) 644-3090

(b) Comply with all applicable federal, state and local governmental laws, ordinances, regulations, in all material respects with respect to its performance of its obligations under this Agreement.

(c) Treat as a single point of contact for the University, including for the submitting of all invoices for reimbursements pursuant to Section 8:

Name: Brian Sagendorf
Title: Vice President
Address: 921 South 8th Avenue, Pocatello, ID 83209
Email: briansagendorf@isu.edu
Phone: (208) 282-3343

(d) Treat as a single point of contact of the Project Company the person identified under the signature block in the Acknowledgement of Project Company attached hereto.

11. Confidentiality.

(a) To the fullest extent permitted by law, (1) all confidential non-public information about University, the Project Site, and various transactions to be undertaken as part of the Project, (2) reports, test results and other documents and data prepared or obtained by or issued to the Developer, or issued by or to or obtained by its constituents, and all copies thereof, with respect to the condition (including without limitation the environmental condition) of the Project Site, and (3) University's uses and operations of or at the Project Site, and any plans University may have or may hereafter develop for the use, development and operation of the Project Site or the Project (collectively, the "Confidential Information"), shall be dealt with by the Developer and its constituents on a confidential basis, and shall not be disclosed to any third parties, including without limitation any governmental authorities; provided, however, that disclosure of the Confidential Information may be made by the Developer (i) subject to the same obligation of confidentiality, to the Developer's constituents, (ii) to any governmental authority having jurisdiction if but only to the extent that such disclosure is required by applicable law, and only after prior written notice to University of the requirement of such disclosure and the intent of the Developer to make such disclosure, and (iii) otherwise with the prior written consent of the University.

(b) Notices to University under the preceding provision shall be given at least ten (10) business days prior to the date of intended disclosure unless a shorter period is necessitated by demand of any such governmental authority requiring such disclosure, in which case Developer shall give the maximum prior written notice practicable under the circumstances.

(c) The Developer agrees and acknowledges that the Project is subject in all respects to Idaho Code §§ 74-101-74-126 (the "Idaho Public Records Act"). Unless disclosure is required by applicable law, the University shall keep confidential any information obtained from the Developer that constitutes a "trade secret" as defined by applicable Law, including Idaho Code § 48-801, as determined by the University in its reasonable discretion. The University shall use commercially reasonable efforts to notify Developer in writing in advance of any disclosure of Confidential Information. If the Developer seeks to defend an action seeking the disclosure of information that the Developer determines to be confidential pursuant to this Section 11, then the University shall use commercially reasonable efforts to cooperate in such action at no out-of-pocket cost to the University, provided that the University shall not be required to institute any legal action against the requesting party. Notwithstanding anything to the contrary herein, the University may disclose the United States federal tax treatment and tax structure of the Project.

(d) Notwithstanding any contrary provision of this Agreement, in no event shall the University or any of its constituents be liable to the Developer, any affiliate of the Developer, or any contractor engaged by or on behalf of the Developer or any such affiliate, including any subcontractor, for any damages, including loss of profit, arising out of breach of the duty of confidentiality set forth in this Section 11 if such breach is not the result of gross negligence or intentional misconduct or is required under the provisions of the Idaho Public Records Act or a court order or other legal requirement. The Developer hereby irrevocably waives all claims to any such damages.

12. Indemnification.

The Developer shall indemnify and hold harmless the University and the officers, agents, and employees of each of them (the “University Indemnified Parties”) from and against any and all liability, damage, loss, cost, and expense (including, but not limited to, court cost and reasonable attorney’s fees) of any nature, including for personal injury (including death) or property damage to the extent that such liability, damage, loss, cost or expense is caused by or is attributable to the performance of the Pre-Development Activities on the Project Site or the entry of Permitted Persons onto the Project Site, except to the extent caused by the gross negligence or willful misconduct of the University Indemnified Parties.

13. Representations and Warranties of the Parties.

Each Party hereby represents and warrants to the other Parties that it has full power and authority to execute this Agreement and to perform and carry out the obligations of such Party contemplated herein and that this Agreement constitutes the legal, valid, and binding obligation of and enforceable against such Party in accordance with the terms hereof.

14. Replacement of Project Company.

The Parties acknowledge and agree that in the course of negotiating the Project Agreements, the Parties may determine that it is appropriate that an entity other than the Project Company, agreed to by the University and Developer (said other entity being referred to herein as “New Project Company”), lease the Project Site from the University, perform the obligations of the Project Company hereunder and enter into and fill the role of the Project Company under the Project Agreements. In such case, at the mutual agreement of the Parties, the Parties, together with the New Project Company, shall enter into an “Assignment, Assumption and Amendment Agreement” pursuant to which the Project Company is released from its obligations hereunder, the New Project Company assumes the obligations of Project Company hereunder, and this Agreement is otherwise amended to reflect the revised agreement of the University, the New Project Company, and the Developer as to the terms set forth herein.

15. Miscellaneous.

(a) The University shall not be liable to the Developer for special, indirect, incidental or consequential damages of any nature with respect to this Agreement or the Project, whether arising in contract, tort (including negligence), or other legal theory. No employees, board members, trustees, contractors, agents, representatives, consultants, or attorneys of the University will be personally liable under any provision of this Agreement, or because of the execution or attempted execution of this Agreement, or because of any breach of this Agreement.

(b) This Agreement including all attached exhibits shall constitute the entire agreement between the Parties related to the subject matter hereof and shall supersede all previous agreements, written or oral related to the subject matter hereof. No modification or waiver of any provision shall be valid unless in writing and signed by both Parties.

(c) This Agreement and the rights of the Parties hereunder shall be governed, construed, and interpreted in accordance with the laws of the State of Idaho. Any action or proceeding against any Party relating in any way to this Agreement may be brought and enforced in the state courts in Bannock County, Idaho, and the Developer hereby irrevocably submits to the jurisdiction of such courts with regard to any such action or proceeding, and irrevocably waives, to the fullest extent permitted by applicable law, any objection it may have now or hereafter have to the laying of venue of any such action or proceeding in such courts and any claim that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

(d) In the event any portion of this Agreement is found to be invalid or unenforceable for any

reason, the remainder of the Agreement shall remain intact. That portion deemed invalid shall be amended in writing to the minimum extent necessary to be considered valid and enforceable.

(e) No Party may assign this Agreement without prior written consent of the other Parties.

(f) Any Party's failure to enforce provisions of this Agreement in whole or in part will not negate the Agreement or the enforcement of provisions at a future time.

(g) The Parties hereto are acting herein as independent parties. Nothing herein contained shall create or be construed as creating a partnership or joint venture relationship among two or more of the Parties and no Party shall have the authority to bind any other Party in any respect. Without limiting the foregoing, the Developer is an independent party and shall not be considered the agent.

(h) Developer agrees that Developer, any contractor or subcontractor, and any person acting on behalf of Developer, any contractor or subcontractor, shall not discriminate, by reason of race, color, religion, sex, age, disability, military status, national origin, or ancestry against any citizen of this state in the employment of any person qualified and available to perform the Pre-Development Activities. Developer further agrees that Developer, any contractor or subcontractor, and any person acting on behalf of Developer, any contractor or subcontractor shall not, in any manner, discriminate against, intimidate, or retaliate against any employee hired for the performance of the Pre-Development Activities on account of race, color, religion, sex, sexual orientation, age, disability, military status, national origin, or ancestry.

(i) If either the Project Company or the University is unable to perform any part of its obligations under this Agreement by reason of Force Majeure, the Party will be excused from its obligations, to the extent that its performance is temporarily prevented by Force Majeure, for the duration of the event. The Party must remedy with all reasonable dispatch the cause preventing it from carrying out its obligations under this Agreement. "Force Majeure" means without limitation: acts of God, including, without limitation, pandemics, epidemics, lightning, earthquakes, fires, storms, hurricanes, tornadoes, floods, washouts, droughts, or any other severe weather; explosions; restraint of government and people; war; strikes; and other like events; or any other cause that could not be reasonably foreseen in the exercised of ordinary care, and that is beyond the reasonable control of the Party.

(j) No personnel of Developer who exercise any functions or responsibilities in connection with the review or approval of this Agreement or carrying out of any of the Pre-Development Activities shall, prior to the completion of the Pre-Development Activities, voluntarily acquire any personal interest, direct or indirect, which is incompatible or in conflict with the discharge and fulfillment of his or her functions and responsibilities with respect to the carrying out of the Pre-Development Activities. Any such person who acquires an incompatible or conflicting personal interest on or after the effective date of this Agreement, or who involuntarily acquires any such incompatible or conflicting personal interest, shall immediately disclose his or her interest to the University in writing. Thereafter, he or she shall not participate in any action affecting the Work, unless the University shall determine in its sole discretion that, in light of the personal interest disclosed, his or her participation in any such action would not be contrary to the public interest.

(k) The Parties hereto may execute this Agreement in one or more counterparts (including by facsimile or .pdf signature), and all such counterparts shall be construed together and constitute one and the same instrument.

(l) Pursuant to Idaho Code Section 67-2346 and 67-2347A, if payments under this Agreement exceed one hundred thousand dollars (\$100,000) and the Developer employs ten or more persons, the Developer is not currently engaged in, and will not for the duration of this 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 (i) 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 (ii) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in Idaho Code Section 18-3302(2)(d). The terms in this section defined in Idaho Code Section 67-2346 shall have the meaning defined therein.

(m) Pursuant to Idaho Code Section 67-2359, Developer certifies that it is not currently owned or operated by the government of China and will not for the duration of this Agreement be owned or operated by the government of China. The terms in this section defined in Idaho Code Section 67-2359 shall have the meaning defined therein.

(n) The Developer agrees to abide by all agreements of the Developer set forth in **Exhibit A** attached hereto whether or not such obligations are specifically set forth in the body of this Agreement.

[REMAINDER OF PAGE LEFT BLANK; SIGNATURE PAGE FOLLOWS]

Having read and understood this Pre-Development Agreement, in witness thereof, the duly authorized representatives of the Parties have executed this Agreement as of the Effective Date.

UNIVERSITY:

IDAHO STATE UNIVERSITY

By: _____
Name:
Title:

DEVELOPER:

RPG GATE CITY DEVELOPER, LLC, a
Pennsylvania limited liability company

By: _____
Name:
Title:

**EXHIBIT A
ISU REQUIRED PROVISIONS**

ORDER OF PRECEDENCE. ISU's standard terms and conditions presented with the RFP take precedence over any conflicting terms in this Agreement. Where terms and conditions specified in the Developer's Proposal differ from the terms in the RFP, the terms and conditions in the RFP shall apply. Where terms and conditions specified in the Developer's Proposal supplement the terms and conditions in the RFP, the supplemental terms and conditions shall apply only if specifically accepted by ISU in writing.

Any inconsistency or ambiguity in this Agreement shall be resolved by giving precedence in the following order: (1) the RFP, (2) this Agreement and attachments, (3) the Developer's response to the RFP as accepted by ISU, and (4) attachments prepared by the Developer. All of the foregoing are incorporated fully by reference.

USE OF NAME OR ENDORSEMENTS. Neither Party shall use the name of the other Party on any product or service which is directly or indirectly related to this Agreement without the prior approval of the other Party. By entering into this Agreement, neither Party directly or indirectly endorses any product or service provided, or to be provided, by the other Party, its successors, assignees, or licensees. Neither Party shall imply in any way that this Agreement is an endorsement by the other Party of any product or service. Developer may not use any University trademarks, service marks, logos, symbols, designs, or other marks without prior written approval from the University Marketing and Communications office.

REDUCTION OF FUNDING. The University is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the State's Legislature. The University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue such payments, or requires any return or "give-back" of funds required for the University to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. The University shall provide Developer the date the termination shall take effect. The University shall be liable only for the payment, or prorated portion of that payment, owed to Developer as of date of termination. For the Developer's performance occurring before the date of termination.

UNIVERSITY POLICIES. Developer agrees to follow all ISU policies and instructions while on ISU property. If ISU, in its sole determination, believes the Developer or Developer's representatives appear to be under the influence of alcoholic beverages or other controlled substances, or exhibit behavior, conduct, or acts that would reflect negatively upon ISU, or are socially unacceptable as determined by ISU, then ISU shall have the right to terminate this Agreement, cancel performance, and have the offender(s) removed from the premises with no liability whatsoever.

SANCTION AND DEBARMENT. Developer certifies that it is not currently debarred and suspended from participation in any federal or state program, nor is it owned or controlled by any entity that is. Developer shall notify the University immediately upon any change in its status regarding debarments or sanctions. ISU reserves the right to terminate this Agreement for cause if Developer becomes debarred or sanctioned during the term of this agreement. Developer agrees to indemnify ISU for any losses or damages resulting from the Developer's non-compliance with this clause.

**EXHIBIT B
PRE-DEVELOPMENT BUDGET**

ATTACHMENT 1

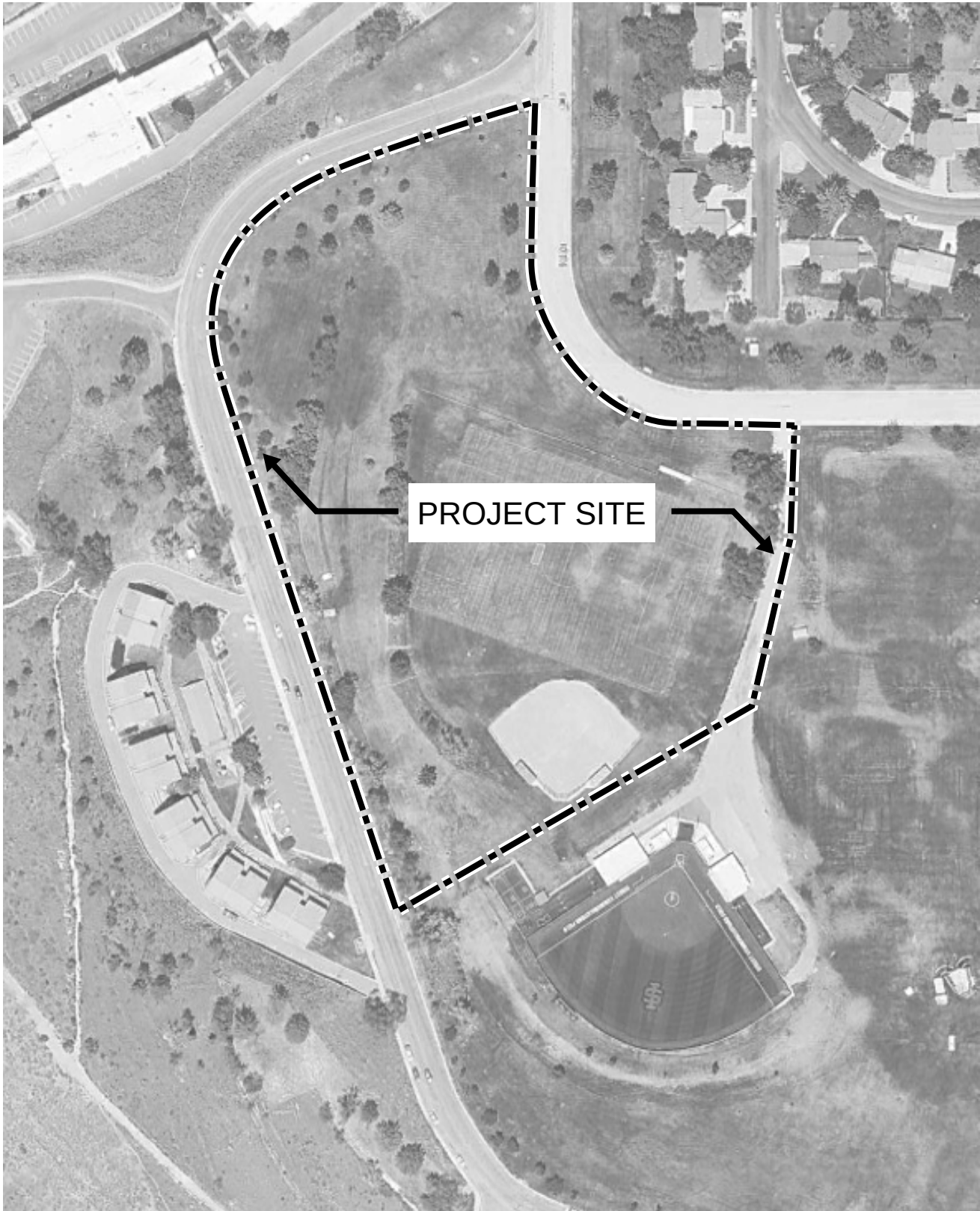
Predevelopment Budget

July 2, 2026

**EXHIBIT C
PROJECT SITE**

EXHIBIT C

PROJECT SITE



**EXHIBIT D
INSURANCE REQUIREMENTS**

1. General Requirements

A. General. Developer shall, at its own expense, procure and maintain insurance policies in each instance written by an insurer that is licensed and approved to do business in the State of Idaho, of recognized financial standing and rated A-VIII or better by A.M. Best, and otherwise acceptable to University.

B. Non-Cancellation. In no event will such insurance be terminated or otherwise allowed to lapse prior to termination of the work on the Project. Each policy of insurance required:

(i) shall provide that it shall not be cancelled or modified without thirty (30) days' (ten (10) days' for nonpayment of premiums) prior written notice to University; and

(ii) shall not include any cross suits exclusion related to claims between named insured, between named insured(s) and additional insured(s) or between additional insureds.

C. Additional Insureds; Subrogation. University and each of its affiliates, subsidiaries, partners, members, officers, directors, and employees shall be included as additional insureds under all policies required under this Agreement with the exception of the workers' compensation policy and the professional liability policy. All insurance required by this Agreement shall stipulate that the insurance afforded the additional insureds shall apply as primary insurance and that any other insurance carried by the University, its officers, directors and employees will be excess only and will not contribute with this insurance. The additional insured endorsements shall be issued on a combination of Endorsement ISO form CG 2010 (10/03) or its equivalent as respects ongoing operations and CG 2037 (10/01), or its equivalent, as respects completed operations. All such endorsements shall provide that such insurance shall be primary and non-contributory and not excess or contributory to any other insurance maintained by such additional insureds. The General Liability policy that is endorsed to include these additional insured endorsements shall be maintained through "final completion," "final acceptance," or the equivalent concept under the Project Agreements, for a period of ten (10) years from "substantial completion" of the Project or the applicable statutes of repose and limitations with certificates furnished for ten (10) years following completion of the Project. A waiver of subrogation by endorsement in favor of the University shall apply to each such policy.

D. Certificates of Insurance. Additional insured endorsements and primary wording as evidence of the insurance required by this Agreement, shall be furnished by Developer to University before any work hereunder is commenced by Developer or within ten (10) days of the Effective Date, whichever is earlier. The certificates of insurance shall provide that there will be no cancellation or reduction of coverage without thirty (30) days' (ten (10) days' for non-payment of premium) prior written notice to University and shall have the following wording under "Description of Operations": "All certificates must carry a thirty (30) day cancellation notification." The certificates of insurance shall show all companies affording coverage and shall use the legal name of the Developer as named insured on each policy. At University's request, Developer shall provide to University a complete certified copy of each insurance policy or renewal policy obtained by Developer as required under this Agreement.

E. Non-Contribution. All insurance required to be carried by Developer and its contractors and consultants shall be non-contributing with any insurance carried by any additional insured under said policies.

2. Required Insurance Policies

A. Workers' Compensation and Employers' Liability Insurance. Workers' Compensation insurance shall be provided as required by any applicable State law or regulation. The policy shall include a waiver of subrogation in favor of the University.

B. General Liability Insurance. Developer shall carry "Commercial General Liability Insurance (Occurrence form)" or its equivalent covering all operations by or on behalf of Developer providing insurance for bodily injury liability and property damage liability for the limits of liability indicated below and including coverage for:

- (i) Premises and operations;
- (ii) Products and completed operations;
- (iii) Contractual liability;
- (iv) Broad form property damage (including completed operations);
- (v) Explosion, collapse and underground hazards; and
- (vi) Personal injury liability.

Except with respect to bodily injury and property damage included within the products and completed operations hazards, the aggregate limit, where applicable, shall apply separately on a per project basis to Developer's services under this Agreement.

Developer shall not provide general liability insurance under any manuscript form, "Commercial General Liability Claims Made form", or the "Modified Occurrence form" without the prior express written consent of the University.

Developer shall carry an "Occurrence form" commercial general liability policy, the limits of liability shall not be less than:

- (a) One Million Dollars (\$1,000,000) each occurrence (combined single limit for bodily injury and property damage);
- (b) One Million Dollars (\$1,000,000) for personal injury liability;
- (c) Two Million Dollars (\$2,000,000) aggregate for products-completed operations; and
- (d) Two Million Dollars (\$2,000,000) general aggregate.

The coverage required to be maintained by the Developer under this Section 2(B) of Exhibit D may be provided by supplementing the Developer's commercial general liability policy with an umbrella liability policy.

C. Automobile Liability Insurance. Developer shall carry automobile liability insurance, including coverage for all owned, leased, hired and non-owned automobiles. The limits of liability shall be not less than One Million Dollars (\$1,000,000) combined single limit each accident for bodily injury and property damage.

D. Professional Liability Insurance. Developer shall cause the Contractor and the Architect to procure and maintain professional liability insurance policies with a limit of liability of not less than Two

Million Dollars (\$2,000,000) per claim and Two Million Dollars (\$2,000,000) in the aggregate annually, unless a lower limit is agreed to by the University in writing. Developer shall cause the Contractor and the Architect to continue to maintain professional liability insurance policies with limits of liability not less than those set forth in the preceding sentence through “final completion,” “final acceptance”, or the equivalent concept under the Project Agreements, and, if commercially available, thereafter for a period of ten (10) years from “substantial completion” of the Project or the applicable statutes of repose and limitations or equivalent concept under the Project Agreements. All professional liability insurance policies shall have a retroactive date of placement prior to or coinciding with the commencement of any services under this Agreement. All professional liability insurance policies shall provide coverage against loss or liability arising out of negligent errors or omissions of the Contractor and the Architect in performing its contractual and professional obligations or subsequent alteration or work of improvement and shall include such endorsements as reasonably required by the University. All professional liability insurance policies shall not contain any limitation or exclusion based upon the type or use of the structure or building. Developer shall require in its agreements with the Contractor and the Architect to furnish Developer with written notice concerning of any claims paid under any professional liability insurance policies, and a reduction of the aggregate and such notice shall be furnished by the Developer to the University with reasonable promptness.

E. Umbrella Excess Liability Insurance. Developer shall carry umbrella excess liability insurance. The limits of liability shall be not less than One Million Dollars (\$1,000,000). Developer shall cause all consultants performing work on the Project Site to carry not less than Five Million Dollars (\$5,000,000) of Commercial General Liability Insurance.

F. Builder’s Risk Insurance. Developer shall carry builder’s risk insurance insuring perils covered by the loss-special form (all risk, extended coverage), if developer/operator undertakes structural alterations work and such work is not insured through other coverages.

EXHIBIT E
KEY PROJECT TERMS

Project Term Category	Project Term
Conditions Precedent to Closing	To be determined at completion of Ground Lease negotiations. The Parties expect customary conditions precedent; University Approvals, Permits, etc.
University Obligations Under the Ground Lease / Concession Agreement	Marketing & Advertising: The Project shall be designated as "On Campus," and the University shall market and advertise it on a non-exclusive basis, following the same policies used for all other University-owned or leased housing, including equal placement in all marketing materials, websites, and promotional efforts. Leasing & Contracting: The University shall administer the student housing application and contracting process and determine the eligibility of residents. Room Assignment: The University shall be responsible for room assignments and reassignments for the Project; however, the University may not reassign residents to housing outside the Project without the prior written consent of the Lessee. Collections: The University shall be responsible for collecting rents and managing financial aid transfers, utilizing academic holds (e.g., restricting registration or withholding grades and diplomas), subject to applicable laws, regulations, and the University's then-current policies for on-campus housing. Support Services: The University shall make available the same support services to University Students residing in the Project as it provides to its other on-campus housing. Equal Treatment: In the provision of these services, the University will treat the Project on an equal basis with all other on campus housing. Future Housing: The University may develop additional housing subject to a market study by an independent, nationally recognized consultant which demonstrates that the new project will not negatively affect occupancy.
Pre-Development Expenses Cap	\$2,289,118 (excludes the Development Fee)
Development Fee (applicable to Pre-Development Agreement and Development Agreement)	\$598,500 (applicable during the Pre-Development Agreement Period)
Design Contractor Fee (applicable to Pre-Development Agreement and Development Agreement)	A&E Fees and reimbursable expenses during Pre-Development Agreement Period: \$1,499,820
Construction Contractor Overhead and Profit Mark-Up (applicable to Pre-Development Agreement and Development Agreement)	Construction Manager Fee: 4.5% Construction Manger Preconstruction Fee: \$30,800



Student Housing Update

Business Affairs and Human Resources

July 29, 2026





PROJECT UPDATE

ISU's PREFERRED PARTNER

- In December 2025, the Idaho State Board of Education authorized Idaho State University to initiate a competitive procurement process to select a private partner to deliver approximately 350 new student housing beds on the Pocatello campus. Housing occupancy at ISU is projected to remain near 100% for fall 2026.
- Following a competitive procurement process, Idaho State University selected **Radnor Property Group** as its preferred partner to design, build, finance, operate, and maintain the new student housing facility.
 - Radnor Property Group is a nationally recognized developer specializing in public-private partnerships and student housing. The firm has developed more than 9 million square feet, completed over \$4 billion in capital improvements, and partnered with more than 40 higher education institutions nationwide.
 - Radnor was selected based on their extensive student housing and P3 experience, competitive financial proposal, local construction expertise, innovative design approach, collaborative partnership philosophy, and professionalism throughout the procurement process.

PROJECT UPDATE

P3 OBJECTIVES

- The University determined that a public-private partnership (P3) best aligns with its objectives to:
 - Deliver new housing using third-party capital;
 - Appropriately balance student affordability and risk transfer;
 - Avoid new University debt on the housing system; and
 - Transfer construction and development risk to an experienced private partner.
- With a preferred development partner identified, the University is now completing diligence to identify the transaction structure that best advances these objectives. The transaction structures under evaluation include:
 - University-financed fee developer-delivered (*similar to the University of Idaho P3 housing project*);
 - Demand-risk model (*similar to the Boise State housing P3 project*); and
 - Availability payment/concession model (*similar to the University of Idaho Utility P3 project*).
- **Idaho State University is seeking authorization to enter into a Pre-Development Agreement (PDA) with Radnor Property Group to advance the planning, design, and development of the proposed student housing project.**

PROJECT UPDATE

Preliminary Design Concept



PRE-DEVELOPMENT AGREEMENT

OVERVIEW:

- The Pre-Development Agreement establishes the framework under which Idaho State University and Radnor Property Group will collaborate during the pre-development phase of the proposed student housing project.
- The PDA provides a structured framework for advancing project planning, design, due diligence, and financial analysis while the parties negotiate the definitive project agreements required for development and financial closing.
- The PDA does not obligate the University to proceed with construction, execute financing documents, or enter into a ground lease. Any decision to advance the project remains subject to successful completion of due diligence, negotiation of final agreements and SBOE approvals.
- The PDA has been extensively negotiated and, in RJA's opinion, reflects market terms for projects of similar size and complexity.

KEY TERMS:

- **Parties:** Idaho State University and Radnor Property Group
- **Effective Date:** The PDA becomes effective upon State Board of Education authorization and remains in effect until financial closing or unless terminated earlier. During the PDA period, the University will negotiate exclusively with Radnor.
- **Pre-Development Activities:** Radnor will lead project planning, design development, entitlement review, cost estimating, and financing coordination during this period, and they have a not-to-exceed amount to cover these expenses.
- **University Protections:** Radnor may not purchase materials, begin construction, or incur hard costs without the University's approval, limiting the University's financial exposure before financial closing.
- **Termination Rights:** Either party may terminate the PDA under specified circumstances if project feasibility, financing, approvals, or other key conditions cannot be achieved.

PRE-DEVELOPMENT AGREEMENT

TERMINATION PROVISIONS

- In the event the PDA is terminated, ISU is responsible for the following costs based on accrued expenses, which vary according to the termination provision exercised. ISU's maximum exposure of \$2.89mm (excluding ISU's costs) would only be owed if all PDA activities have been completed and termination occurs immediately before financial close.
- The below table illustrates ISU's obligations under various termination scenarios:

Termination Scenario	Who Initiates	3 rd Party Cost Reimbursement	Development Fee Obligation
Material Breach by Developer	University	None	None
Failure to Receive Entitlements	Mutual	50% of actual costs	None
Missed Financial Closing Deadline	Either Party	50% of actual costs	50% of earned portion
Failure to agree on Project Agreements	Either Party	50% of actual costs	50% of earned portion
Termination for Convenience	University	100% of actual costs	100% of earned portion
Project not approved by SBOE	Mutual	100% of actual costs	100% of earned portion



NEXT STEPS

- Idaho State University is seeking authorization to enter into a Pre-Development Agreement (PDA) with Radnor Property Group to advance the planning, design, and development of the proposed student housing project.
- Upon execution of the PDA, next steps include:
 - Authorize Radnor and their partners to initiate project design
 - Confirm final transaction structure
 - Negotiate and prepare Development Agreement and other governing documents for Board approval (anticipated Spring 2027)

	2026					2027							
	A	S	O	N	D	J	F	M	A	M	J	J	A
1 SBOE Approval													
2 Project Design & Entitlements													
3 Definitive Agreements													
4 Financing / Financial Close													
5 Construction Start													



BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

SUBJECT

University of Idaho – Request for Design Authorization Joint Military Science & Veterans Assistance Center

BACKGROUND

This agenda item is an Authorization Request to allow the University of Idaho (UI) to proceed with planning, programming, and design phases of a Capital Project to provide for the planning, programming, and design for the Joint Military Science & Veterans Assistance Center. This agenda item represents the initial authorization request for this project effort.

This project seeks to create a facility which will serve as a Joint Military Science and Veterans Assistance Center facility. This new facility will both better serve the needs and requirements of the existing Reserve Officer Training Corps (ROTC) detachments of the various branches of the U.S. Armed Forces which are currently hosted at UI and provide an improved center to serve the needs of Veterans of the U.S. Armed Forces and their dependents during their time at the University of Idaho. The Joint Military Science facility will provide opportunities for academic, educational, and training synergy, and will raise the profile of the university's ROTC programs. The Veteran's Assistance Center will provide better customer assistance, support, programs, wellness services, and other services offered by UI to veterans and their dependents during their academic career at the university.

In addition, this project seeks to build upon the new Joint Military Science and Veterans Assistance Center to leverage the investment by making additional improvements in the Nez Perce neighborhood, increasing functionality, improving aesthetics and the environment of the neighborhood, increasing the vitality of the neighborhood, and providing greater connections to the academic heart of the campus.

PROPOSAL

UI requests Board authorization to proceed with the planning, programming, and design phases of the Joint Military Science & Veterans Assistance Center project. Approval of this request would authorize UI to expend up to \$1,757,940 for architectural and engineering services, site investigations, permitting, and other design-related activities necessary to advance the project toward construction. Final authorization to proceed with construction will be presented to the Board at a future meeting in accordance with Board Policy V.K.

IMPACT

The anticipated full project cost is \$15,840,000, based upon the feasibility study, program, and cost estimate prepared by Architects West, of Coeur D'Alene Idaho.

The source of funding for this project effort is to be a combination of Permanent Building Fund, Gifts and Development Funds and University of Idaho funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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This request is for authorization to proceed with the design phase for the proposed UI Joint Military Science & Veterans Assistance Center. UI seeks authority to spend \$1,757,940, based upon estimated costs for A/E fees, owner costs, and other planning necessities such as site survey and geotechnical investigation, and design phase contingency allowances.

Project Funding		Estimated Budget	
State	\$8,000,000	A/E Fees	\$1,670,972
Federal (Grant):		Const Cost	\$12,116,157
Other (UI):		Const Contingency (10%)	\$1,211,616
University	\$1,000,000	Owner Cost, Permits, etc.	\$86,968
Gifted Funds	\$6,840,000	Project Contingency (5%)	\$754,287
Total	\$15,840,000	Total	\$15,840,000

BOARD STAFF COMMENTS AND RECOMMENDATIONS

UI proposed Joint Military Science & Veterans Assistance Center will consolidate UI's ROTC programs and Veterans Assistance Center into a single facility designed to enhance support services for military-affiliated students while improving academic and training collaboration among the ROTC programs. The project also includes site improvements intended to enhance connectivity and functionality within the surrounding campus neighborhood.

UI's request is limited to authorization for the planning, programming, and design phases of the project, with expenditures not to exceed \$1,757,940. The estimated total project cost is \$15.84 million and is anticipated to be funded through a combination of Permanent Building Fund (PBF) appropriations (\$8 million approved in FY2026), University funds, and private gifts.

UI will return to the Board for construction authorization and approval of the guaranteed maximum price or other applicable construction contract in accordance with Board Policy V.K.

This project is included in the UI's approved Six-Year Capital Improvement Plan and is consistent with the Board's capital project approval process.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

BOARD ACTION

I move to approve the request by the University of Idaho to implement the planning, programming, and design phases of a Capital Project for the University of Idaho Joint Military Science & Veterans Assistance Center, in the amount of \$1,757,940.00.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy V.K.1., and Section V.K.3.a. Construction Projects

REFERENCE:

December 2025 Idaho State Board of Education (Board) approved the revision of the U of I Six-Year Capital Improvement Plan

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
 As of June, 2016

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Construct New Joint Military Science & Veteran's Assistance Center, University of Idaho, Moscow, Idaho
- 2 Project Description:** This project seeks to create a facility which will serve as a Joint Military Science Education & Training Center and Veteran's Assistance Center. This new facility will both better serve the needs and requirements of the existing Reserve Officer Training Corps (ROTC) detachments of the various branches of the U.S. Armed Forces. The Veteran's Assistance Center will provide improved customer service, support and access to programs and wellness services.
- 3 Project Use:** The project supports the efforts of the existing ROTC program and the Veteran's Assistance Center.
- 4 Project Size:** 16,500 SF

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other	Total Uses
Initial Cost of Project	\$ 8,000,000	\$ -	\$ 7,840,000	\$15,840,000	\$ 1,670,972	\$ 13,327,773	\$ 841,255	\$ 15,840,000
History of Revisions:								
Total Project Costs	\$ 8,000,000	\$ -	\$ 7,840,000	\$15,840,000	\$ 1,670,972	\$ 13,327,773	\$ 841,255	\$ 15,840,000

History of Funding:	PBF	ISBA	Institutional Funds (Gifts/Grants)*	Student Revenue	Other	Total Other	Total Funding
Initial Authorization Request, Design and Construction. Jan 2016	\$ 1,757,940					\$ -	\$ 1,757,940
Total	\$ 1,757,940	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,757,940

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

SUBJECT

Idaho Division of Vocational Rehabilitation – Administrator Appointment

BACKGROUND

Idaho Code §33-2303 designates the State Board of Education as the board for the purpose of providing for the vocational rehabilitation of people with disabilities and empowers the Board to appoint the Administrator of the Idaho Division of Vocational Rehabilitation (IDVR).

Board policy provides that the Board's Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be ultimately reviewed and approved by the Board.

PROPOSAL

Board staff requests Board approval of the appointment of Ms. MiKayla Monaghan as Administrator of the Idaho Division of Vocational Rehabilitation beginning August 17, 2026.

IMPACT

Ms. Judy Taylor, Director of the Idaho Commission on Aging, has served as Interim Administrator at IDVR since June 17, 2024. Ms. Taylor has done a remarkable job leading IDVR through numerous fiscal and federal grant-related challenges over the course of the past two (2) years. The Board is deeply appreciative of Ms. Taylor's leadership, tireless efforts, and willingness to implement the necessary process and systems improvements. She plans on returning to her role as Director of the Idaho Commission on Aging.

ATTACHMENTS

Attachment 1 – MiKayla Monaghan - Resume

STAFF COMMENTS AND RECOMMENDATIONS

Board staff has conducted a review of MiKayla Monaghan's qualifications and professional background and find her well suited to serve as Administrator of the Idaho Division of Vocational Rehabilitation (IDVR).

Ms. Monaghan has served IDVR in a series of progressively responsible roles, including ADA Coordinator, Business Relations Coordinator, Stakeholder Relations Manager, and most recently serving as the Division's Deputy Administrator. Her combined background and extensive knowledge of IDVR and success facilitating the Interim Director's implementation of necessary process and system improvements over the past two (2) years makes her the ideal candidate to undertake this new leadership role.

IDVR plays a critical role in helping Idahoans with disabilities prepare for, obtain, and maintain employment. Ms. Monaghan's appointment is intended to provide

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 12-13, 2026

continuity of leadership and institutional knowledge for the IDVR as it continues to address its operational and fiscal priorities.

Board staff recommends approval.

BOARD ACTION

I move to appoint MiKayla Monaghan as Administrator of the Idaho Division of Vocational Rehabilitation at the rate of \$65.00/hour with a start date of August 17, 2026.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy IV.F. Organization Specific Policies and Procedures – Division of Vocational Rehabilitation

Idaho Code §33-2301, Idaho Code §33-2303

MiKayla M. Monaghan, M. Ed, CRC, CRL

Boise, Idaho

Relevant Work Experience:

Idaho Division of Vocational Rehabilitation

Deputy Administrator February 2026-Current

Provides strategic leadership and oversight of internal agency operations, including internal and external communications, fiscal management, training and professional development, policy and planning, data management, reporting, and cross-program collaboration.

Serves as the agency's liaison to the Rehabilitation Services Administration (RSA) and oversees corrective action plans (CAPs), and federal reporting. Also serves as the agency's Americans with Disabilities Act (ADA) and Equal Opportunity (EO) Officer, and Public Records Information Officer.

Internal Operations and Stakeholder Relations Manager August 2025-January 2026

Stakeholder Relations Manager December 2024-August 2025

Business Relations Manager February 2021-November 2024

Vocational Rehabilitation Counselor August 2019-February 2021

Vocational Rehabilitation Specialist January 2017- August 2019

Advantage Vocational Services

Lead Employment Specialist May 2015-January 2017

Supported Individuals with Disabilities referred by IDVR and ICBVI to explore the world of work, completed community-based work evaluations, supported individuals to increase their independent job searching skills, supported hands on job search activities, and provided on-site job coaching services to support long-term employment stability.

Boards and Councils

Institute for Community Inclusion March 2026- Current

IGREET VR Advisory Board Member

Idaho Behavioral Health Planning Committee February 2025- Current

IDVR Council Representative

Idaho Council for the Deaf and Hard of Hearing September 2025 - Current

IDVR Council Representative

Formal Education:

University of Wisconsin, Stout

December 2022

Transformational Rehabilitation Leader Training Program

Auburn University

August 2019

Master of Education in Clinical Rehabilitation Counseling

Boise State University

December 2014

Bachelor of Business Administration in Human Resources

Bachelor of Business Administration in General Business

Credentials & Certifications:

Certified Vocational Counselor

Expires: 3/31/2029

Through: Commission on Rehabilitation Counselor Certification

Certified Rehabilitation Leader

Expires: 9/30/2027

Through: Commission on Rehabilitation Counselor Certification

Windmills Certified Trainer

Since: May 2021

Through: Milt Wright & Associates, Inc.

ADA TLN Certified Trainer

Since: May 2021

Through: ADA National Network, Trainer Leadership Network

Refresher Completed: May 2024

IGREET Certified Trainer

Since: May 2021

Through: Institute for Community Inclusion, UMASS Boston

REFERENCE MATERIALS
AUGUST 12-13, 2026

TAB	DESCRIPTION	ACTION
1	BAHR – NCAA ACADEMIC PROGRESS RATE REPORTS	Reference Materials
2	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE ANNUAL REPORT	Reference Materials
3	IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Reference Materials
4	PPGA – IDAHO STATE UNIVERSITY ANNUAL REPORT	Reference Materials
5	PPGA – COLLEGE OF EASTERN IDAHO ANNUAL REPORT	Reference Materials
6	PPGA – COLLEGE OF SOUTHERN IDAHO ANNUAL REPORT	Reference Materials

REFERENCE MATERIALS
AUGUST 12-13, 2026

SUBJECT

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) scores for Boise State University, Idaho State University, University of Idaho, and National Association of Intercollegiate Athletics (NAIA) Academic Summary Analysis for Lewis-Clark State College

BACKGROUND

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student-athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The NCAA calculates the APR rate as a four (4) year rolling average. The benchmark minimum score for each sport is 930; teams that fall below the minimum are subject to sanctions.

LC State, as an NAIA member institution, is not subject to NCAA APR reporting requirements. Instead, LC State provides an annual Academic Summary Analysis reporting student-athlete cumulative GPA distribution, NAIA Scholar Team status, and first-generation/retention data by sport.

PROPOSAL

This is an information item. No proposal or Board action is requested. Institutions submit annual APR and academic summary data to the NCAA/NAIA, and Board staff compiles the results for the Board's awareness.

IMPACT

Boise State University: BSU's 2024-25 APR Report Summary shows a department-wide single-year APR of 994 (up from 992 the prior year) and a multi-year APR of 991, based on the 2021-22 through 2024-25 academic years. Thirteen teams posted a perfect single-year score of 1,000, and seven teams posted perfect multi-year scores and received NCAA Top 10% Recognition. Gymnastics has now posted 13 consecutive years with a single-year score of 1,000; beach volleyball has earned every available APR point since the program began offering scholarships.

Idaho State University: ISU's 2024-25 APR Report Summary for the 2024-25 academic year shows a department-wide single-year score of 989 (a 4-point increase over 2023-24) and a multi-year score of 989 (a 22-point increase). Seven of ISU's 13 teams scored a perfect single-year 1,000

University of Idaho: UI's 2024-25 APR Report Summary shows an overall single-year APR of 988 (down slightly from 990 the prior year) and a multi-year APR of 988 (up from 987), across the institution's fourteen APR-tracked sports. Seven teams posted a perfect single-year score of 1,000, and three teams - Men's Tennis, Women's Golf, and Women's Tennis - placed in the NCAA's top 10 percent within

REFERENCE MATERIALS
AUGUST 12-13, 2026

their sport. Idaho's student-athlete Graduation Success Rate held steady at 94%, with eight teams posting a 100% GSR.

Lewis-Clark State College: LC State's 2025-2026 NAIA Academic Summary Analysis, submitted June 25, 2026, reports that 4% of student-athletes achieved a perfect 4.0 cumulative GPA, 57% achieved a 3.5 or better, and 84% achieved a 3.0 or better, with an overall cumulative GPA of 3.4. All but one of LC State's 13 teams are expected to be recognized as NAIA Scholar Teams for 2025-2026.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

BSU and ISU continue to perform well above the NCAA's minimum APR benchmark of 930. UI also continues to perform well above the minimum APR benchmark, with a stable multi-year APR of 988 and a Graduation Success Rate of 94%.

LC State continues to demonstrate strong academic outcomes for its student athletes.

ATTACHMENTS

- | | |
|---------------|--|
| Attachment 1 | Boise State University APR Report Summary |
| Attachment 2 | Boise State University APR Report with Eligibility and Retention |
| Attachment 3 | Boise State University APR by Subgroup |
| Attachment 4 | Idaho State University APR Report Summary |
| Attachment 5 | Idaho State University APR Report with Eligibility and Retention |
| Attachment 6 | Idaho State University APR by Subgroup |
| Attachment 7 | University of Idaho APR Report Summary |
| Attachment 8 | University of Idaho APR Report with Eligibility and Retention |
| Attachment 9 | University of Idaho APR by Subgroup |
| Attachment 10 | LC State NAIA Academic Summary Analysis 2025-26 |

BOARD ACTION

No action needed; this agenda item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Board Policy V.X. Intercollegiate Athletics

REFERENCE

- | | |
|-------------|---|
| August 2023 | Board received NCAA and NAIA reports for the 2021-2022 academic year. |
| August 2024 | Board received NCAA and NAIA reports for the 2022-2023 academic year. |
| August 2025 | Board received NCAA and NAIA reports for the 2023-24 academic year. |

Boise State University

Spring 2026 NCAA Academic Progress Rate (APR) Report Summary

Boise State Athletics recorded a single-year all-department Academic Progress Rate (APR) of 994 in data the NCAA released this spring. The score exceeded last year's single-year mark of 992. The department's multi-year APR was 991. The most recent multi-year APR scores are based on data from the 2021-22, 2022-23, 2023-24, and 2024-25 academic years.

Seven teams had perfect multi-year scores and received Top 10% Recognition from the NCAA which equated to ranking in the top 10% for their sport in NCAA Division I and conference. The seven teams included women's basketball, beach volleyball, women's golf, gymnastics, men's tennis, women's tennis, and volleyball

The 13 Boise State teams with perfect single-year scores include: men's basketball, women's basketball, beach volleyball, men's cross country, women's cross country, men's golf, women's golf, women's gymnastics, softball, men's tennis, women's tennis, men's track & field, and volleyball.

Gymnastics has 13 consecutive years with a single-year score of 1,000 and beach volleyball has earned every available APR point since the program began offering scholarships.

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/09/2026

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2021-22, 2022 -23, 2023-24 and 2024-25 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2024 - 2025 (N)	Multiyear Rate	2024 - 2025	Multiyear Rate	2024 - 2025
Men's Basketball	974 (53)	N/A	1,000 (13)	962	1,000	978	1,000
Men's Cross Country	983 (57)	N/A	1,000 (10)	991	1,000	966	1,000
Football	984 (389)	N/A	985 (86)	991	986	973	984
Men's Golf	967 (32)	N/A	1,000 (8)	952	1,000	983	1,000
Men's Tennis	1,000 (40)	N/A	1,000 (11)	1,000	1,000	1,000	1,000
Men's Track	987 (72)	N/A	1,000 (17)	993	1,000	976	1,000
Women's Basketball	1,000 (61)	N/A	1,000 (15)	1,000	1,000	1,000	1,000
Women's Cross Country	997 (81)	N/A	1,000 (19)	994	1,000	1,000	1,000
Women's Golf	1,000 (35)	N/A	1,000 (9)	1,000	1,000	1,000	1,000
Women's Gymnastics	1,000 (50)	N/A	1,000 (12)	1,000	1,000	1,000	1,000
Women's Softball	997 (95)	N/A	1,000 (22)	1,000	1,000	994	1,000

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/09/2026

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2024 - 2025 (N)	Multiyear Rate	2024 - 2025	Multiyear Rate	2024 - 2025
Women's Soccer	988 (139)	N/A	992 (36)	977	985	992	1,000
Women's Beach Volleyball	1,000 (49)	N/A	1,000 (14)	1,000	1,000	1,000	1,000
Women's Tennis	1,000 (32)	N/A	1,000 (8)	1,000	1,000	1,000	1,000
Women's Track	993 (115)	N/A	983 (32)	991	984	995	981
Women's Volleyball	1,000 (53)	N/A	1,000 (15)	1,000	1,000	1,000	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this

report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 04/17/2026

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2021-22, 2022 -23, 2023-24 and 2024-25 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2024-2025 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (363)	974	1,000	50th-60th	20th-30th	971	969	975	976	968	969
Men's Cross Country (324)	983	1,000	20th-30th	30th-40th	985	984	986	988	983	985
Football (262)	984	985	80th-90th	30th-40th	965	962	973	971	959	NA
Men's Golf (304)	967	1,000	10th-20th	10th-20th	988	987	989	991	985	987

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 04/17/2026

Sport (N)	Multiyear APR	2024-2025 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Tennis (237)	1,000	1,000	90th-100th	70th-80th	986	985	988	987	986	986
Men's Track (299)	987	1,000	60th-70th	40th-50th	978	975	983	981	975	980
By Sport - Women's										
Women's Basketball (361)	1,000	1,000	90th-100th	70th-80th	984	982	989	987	981	984
Women's Cross Country (360)	997	1,000	50th-60th	70th-80th	990	989	992	993	988	990
Women's Golf (279)	1,000	1,000	90th-100th	80th-90th	994	994	993	996	994	991
Women's Gymnastics (62)	1,000	1,000	90th-100th	70th-80th	995	995	995	996	994	990
Softball (306)	997	1,000	70th-80th	70th-80th	989	988	991	993	987	988
Women's Soccer (347)	988	992	30th-40th	40th-50th	989	988	991	991	988	989
Women's Beach Volleyball (64)	1,000	1,000	90th-100th	70th-80th	993	995	989	994	997	991
Women's Tennis (309)	1,000	1,000	90th-100th	80th-90th	993	992	993	995	991	993
Women's Track (351)	993	983	60th-70th	60th-70th	986	984	990	988	984	986
Women's Volleyball (345)	1,000	1,000	90th-100th	80th-90th	990	989	992	993	986	990

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 04/17/2026

Sport (N)	Multiyear APR	2024-2025 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

Idaho State University
Spring 2026 APR Summary Report for 2024-25 Academic Year

Single Year Data

The 2024.25 single-year score for the ISU Department of Athletics was 989; this is an 4-point increase from the 2023.24 academic year (AY). The single-year Eligibility Score for the department was 989; (equal to the 20223.24 AY), and the single-year Retention Score was 980 (equal to the 2023.24 AY).

- 7 of ISU's 13 teams scored a perfect 1000
 - Men's Cross Country
 - Women's Basketball
 - Women's Golf
 - Softball
 - Women's Soccer
 - Women's Tennis
 - Women's Volleyball
- The Women's Basketball (1000), Women's Golf (1000), Women's Tennis (1000), , and Women's Volleyball (1000) remained the same for the second year in a row.
- The following five (5) teams saw an increase to their 2023.24 single year score:
 - Men's Cross Country
 - Softball
 - Women's Soccer
 - Football
 - Men's Track
- The following four (4) teams saw a decrease to their 2023.24 single year score:
 - Men's Basketball
 - Men's Tennis
 - Women's Cross Country
 - Women's Track

Multiyear Data

The 2024.25 multiyear score for the ISU Department of Athletics was 989; this is a 22-point increase from the 2023.24 AY. The multiyear Eligibility Score was 995 (25-point increase from 2023.24 AY), and the multiyear Retention Score was 982 (21-point increase from 2023.24 AY).

- One of ISU's 13 teams, Women's Tennis, scored a perfect 1000

- The Women's Basketball (995), Women's Tennis (1000) and Women's Golf (992) multiyear score remained the same for the second year.
- The following eight (8) teams saw an increase to their 2023.24 multiyear score:
 - Men's Cross Country
 - Football
 - Men's Tennis
 - Softball
 - Women's Soccer
 - Women's Track & Field
 - Women's Volleyball
 - Men's Track & Field
- The following two (2) teams saw a decrease to their 2023.24 multiyear score:
 - Men's Basketball
 - Women's Cross Country
- Of Idaho State's 13 teams, Men's Cross Country saw the greatest improvement in their multiyear score - 23.24 AY: 941 to 24.25 AY: 968 an improvement of 27 points.
- Of Idaho State's 13 teams, the two teams with a decrease in their multiyear score both decreased by 7 points. Men's Basketball 23.24 AY: 974 to 24.25 AY: 967 and Women's Cross Country 23.24 AY: 994 to 24.25 AY: 987

Summary

- Five (5) teams improved their single-year score from the previous year
- Four (4) team's single-year score decreased from the previous year
- Four (4) team's single-year score remained unchanged from the previous year
- Eight (8) teams improved their multiyear score from the previous year
- Two (2) team's multiyear score decreased from the previous year
- Three (3) team's multiyear remained unchanged
- The departmental single and multiyear scores both increased from the previous academic year (26 points combined; 4 points single-year and 22 points multiyear).

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 07/07/2026

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2021-22, 2022 -23, 2023-24 and 2024-25 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2024 - 2025 (N)	Multiyear Rate	2024 - 2025	Multiyear Rate	2024 - 2025
Men's Basketball	967 (56)	N/A	978 (15)	982	1,000	947	944
Men's Cross Country	968 (34)	N/A	1,000 (10)	970	1,000	967	1,000
Football	956 (370)	N/A	987 (104)	961	988	948	979
Men's Tennis	991 (30)	N/A	967 (9)	1,000	1,000	981	929
Men's Track	963 (109)	N/A	983 (32)	972	984	954	983
Women's Basketball	995 (63)	N/A	1,000 (15)	992	1,000	1,000	1,000
Women's Cross Country	987 (42)	N/A	955 (12)	1,000	1,000	973	905
Women's Golf	992 (34)	N/A	1,000 (8)	970	1,000	982	1,000
Women's Softball	983 (94)	N/A	1,000 (24)	989	1,000	976	1,000
Women's Soccer	984 (125)	N/A	1,000 (33)	983	1,000	985	1,000
Women's Tennis	1,000 (33)	N/A	1,000 (8)	1,000	1,000	1,000	1,000

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 07/07/2026

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2024 - 2025 (N)	Multiyear Rate	2024 - 2025	Multiyear Rate	2024 - 2025
Women's Track	994 (136)	N/A	986 (39)	1,000	1,000	987	971
Women's Volleyball	995 (55)	N/A	1,000 (13)	990	1,000	1,000	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this

report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 04/17/2026

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2021-22, 2022 -23, 2023-24 and 2024-25 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2024-2025 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (363)	967	978	40th-50th	10th-20th	971	969	975	976	968	969
Men's Cross Country (324)	968	1,000	10th-20th	10th-20th	985	984	986	988	983	985
Football (262)	956	987	30th-40th	1st-10th	965	962	973	971	959	NA
Men's Tennis (237)	991	967	50th-60th	50th-60th	986	985	988	987	986	986

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

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¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 04/17/2026

Sport (N)	Multiyear APR	2024-2025 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Track (299)	963	983	10th-20th	10th-20th	978	975	983	981	975	980
By Sport - Women's										
Women's Basketball (361)	995	1,000	70th-80th	70th-80th	984	982	989	987	981	984
Women's Cross Country (360)	987	955	20th-30th	40th-50th	990	989	992	993	988	990
Women's Golf (279)	992	1,000	20th-30th	60th-70th	994	994	993	996	994	991
Softball (306)	983	1,000	20th-30th	30th-40th	989	988	991	993	987	988
Women's Soccer (347)	984	1,000	20th-30th	30th-40th	989	988	991	991	988	989
Women's Tennis (309)	1,000	1,000	90th-100th	80th-90th	993	992	993	995	991	993
Women's Track (351)	994	986	70th-80th	60th-70th	986	984	990	988	984	986
Women's Volleyball (345)	995	1,000	50th-60th	60th-70th	990	989	992	993	986	990
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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University of Idaho Athletics
2024-2025 Academic Performance Program

The purpose of the NCAA Division I Academic Performance Program (APP) is to collect and submit yearly data that calculates an institution's Graduation Success Rate (GSR) and Academic Progress Rate (APR). As an NCAA member institution Idaho is dedicated to our student-athlete's educational pursuits, graduation and experiences supporting the academic mission of our institution.

The University of Idaho sponsors sixteen NCAA sports. APR is a real-time rate, calculated on a semester-by-semester basis. Points are awarded for eligibility/graduation and retention. For Idaho, APR is calculated in fourteen sports with Indoor Track combined with Outdoor Track for both men and women. In the 2024-2025 academic year, Idaho had seven teams earn a perfect APR score (nine teams last year).

- ❖ Men's Cross Country
- ❖ Men's Golf
- ❖ Men's Tennis
- ❖ Women's Golf
- ❖ Women's Swimming
- ❖ Women's Tennis
- ❖ Women's Volleyball

The average team's APR scores continue to remain consistent. Idaho had eight of fourteen teams remain constant or improve from 2023-2024. The overall single-year average decreased slightly from 990 to 988 and the overall multi-year increased from 987 to 988. We had three teams place in the top 10 percent of the NCAA; Men's Tennis, Women's Golf & Women's Tennis.

Graduation Success Rate (GSR) measures the outcome at the end of a six-year period and is reported as a four-year rate. The most recent graduate rate stayed steady at 94%. Idaho had a GSR rate of 100% for the following eight teams:

- ❖ Men's Golf (100%)
- ❖ Men's Tennis (100%)
- ❖ Women's Cross Country (100%)
- ❖ Women's Track (100%)
- ❖ Women's Golf (100%)
- ❖ Women's Soccer (100%)
- ❖ Women's Swimming and Diving (100%)
- ❖ Volleyball (100%)

The transfer portal has continued to open more movement across our rosters and sport programs. We will continue to be vigilant in our pursuit of graduating those who are committed to staying at Idaho and working to support our transfers so that they leave both eligible and in good standing.

NCAA Division I 2024-2025 Academic Progress Rate Institutional Report

Institution: University of Idaho

Report Date: 07/14/2026

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the **2021-22, 2022-23, 2023-24 and 2024-25** academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2024-2025(N)	Multiyear Rate	2024-2025	Multiyear Rate	2024-2025
Men's Basketball	963 (52)	N/A	960 (13)	962	962	966	958
Men's Cross Country	976 (22)	993	1000 (5)	977	1000	974	1000
Football	964 (381)	N/A	965 (99)	964	963	965	969
Men's Golf	992 (34)	N/A	1000 (8)	1000	1000	983	1000
Men's Tennis	1000 (35)	N/A	1000 (10)	1000	1000	1000	1000
Men's Track	991 (90)	N/A	988 (22)	989	977	994	1000
Women's Basketball	990 (58)	N/A	979 (14)	991	964	987	1000
Women's Cross Country	994 (45)	N/A	977 (12)	1000	1000	987	952
Women's Golf	1000 (25)	1000	1000 (7)	1000	1000	1000	1000
Women's Soccer	990 (114)	N/A	972 (34)	991	966	990	980
Women's Swimming and Diving	992 (125)	N/A	1000 (33)	992	1000	992	1000
Women's Tennis	1000 (31)	N/A	1000 (8)	1000	1000	1000	1000
Women's Track	989 (126)	N/A	992 (32)	992	1000	987	983
Women's Volleyball	994 (49)	N/A	1000 (12)	1000	1000	986	1000

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N/A = No APR or not applicable.

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930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 04/17/2026

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2021-22, 2022 -23, 2023-24 and 2024-25 academic years.

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By Sport - Men's										
Men's Basketball (363)	963	960	30th-40th	10th-20th	971	969	975	976	968	969
Men's Cross Country (324)	976	1,000	10th-20th	20th-30th	985	984	986	988	983	985
Football (262)	964	965	40th-50th	10th-20th	965	962	973	971	959	NA
Men's Golf (304)	992	1,000	50th-60th	60th-70th	988	987	989	991	985	987

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

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NCAA Division I 2024 - 2025 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 04/17/2026

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Men's Tennis (237)	1,000	1,000	90th-100th	70th-80th	986	985	988	987	986	986
Men's Track (299)	991	988	70th-80th	50th-60th	978	975	983	981	975	980
By Sport - Women's										
Women's Basketball (361)	990	979	50th-60th	50th-60th	984	982	989	987	981	984
Women's Cross Country (360)	994	977	50th-60th	60th-70th	990	989	992	993	988	990
Women's Golf (279)	1,000	1,000	90th-100th	80th-90th	994	994	993	996	994	991
Women's Soccer (347)	990	972	40th-50th	50th-60th	989	988	991	991	988	989
Women's Swimming and Diving (197)	992	1,000	30th-40th	50th-60th	993	992	994	993	994	992
Women's Tennis (309)	1,000	1,000	90th-100th	80th-90th	993	992	993	995	991	993
Women's Track (351)	989	992	50th-60th	50th-60th	986	984	990	988	984	986
Women's Volleyball (345)	994	1,000	40th-50th	60th-70th	990	989	992	993	986	990
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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Athletic Academic Progress Summary

The National Association of Intercollegiate Athletics (NAIA) evaluates and names Scholar Teams each year for their excellence in the classroom. Overall, the teams and athletes at LC State were quite successful during 2025-26. At the end of spring term, 2026, 4% of student athletes had achieved a perfect 4.0 cumulative GPA, 57% a 3.5 cumulative GPA or better and 84% a 3.0 cumulative GPA or better. The overall cumulative GPA was 3.4 for all LC State student athletes collectively.

The NAIA Scholar Team Award recognizes excellence in the classroom by NAIA teams. Teams must have a minimum 3.0 GPA to receive this award. For the academic year 2025-26, all but one of LC State's teams collectively achieved above 3.0 GPA's and are expected to be named as NAIA Scholars Teams (typically released in September):

Men's Scholars Teams	Women's Scholars Teams	Co-Ed Scholars Teams
Baseball	Basketball	Dance
Basketball	Cross Country	
Golf	Golf	
Track & Field (Indoor & Outdoor)	Track & Field (Indoor & Outdoor)	
Tennis	Tennis	
Cross Country	Volleyball	

Table 1: LC State Scholar Teams as calculated per NAIA definitions and submitted by July 1st, 2026, for AY 2025-26 teams.

LC State student athletes are often first generation college students and retain as students from year to year at exceptional rates.

Sport	% First Generation	% Retained*
Baseball	38%	74%
(M) Basketball	31%	42%
(W) Basketball	29%	100%
(M) Cross Country	38%	80%
(W) Cross Country	42%	46%
(M) Golf	18%	88%
(W) Golf	25%	100%
(M) Tennis	8%	57%
(W) Tennis	7%	86%
(M) Track	33%	79%
(W) Track	45%	57%
(W) Volleyball	28%	73%
Competitive Dance	58%	78%
Total	32%	73%

Table 2: AY24-25 First Generation Status and Retention by Team.

**Retention: The rate in which student-athletes continue towards graduation at a given institution.
Calculation: [Returning Students / (Total Students – Graduates)] x 100*

SUBJECT

Graduate Medical Education Committee Annual Report 2026

BACKGROUND

Graduate Medical Education (GME) is the period of professional medical training following medical school in which physicians, known as residents, learn to become independent, competent, safe and skilled clinicians who will be licensed and certified in their chosen specialties. This training period typically lasts from three to seven years after medical school. Medical students are recruited from medical schools across the country and around the world to participate in Idaho GME programs. Completion of the residency program is a critical milestone, marking the end of physician training and preparing medical students to become skilled and caring physicians. Licensure to practice medicine requires successful completion of a residency.

Idaho currently ranks 45th in the United States for physicians per capita and 47th in the U.S. for number of GME residency positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation between the number of GME programs, the number of GME residents in training, and the retention rate of the physician workforce in a state. GME therefore becomes the essential ingredient to focus on to help build Idaho's current and future healthcare workforce.

A Ten-Year GME Strategic Plan was created in 2017 to increase the number of GME programs in Idaho from 9 to 21 over the course of a decade. Additionally, the goal is to expand from four fellowships to nine during this time frame. Fellowships consist of extended GME training for medical students after they have completed residency in a specialized area.

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

The last several years have created challenges in advancing the objective of the Ten-Year Plan. Governor Little has been very supportive of the GME work, but limited funding has created challenges in the ability to meet the current timeline. Despite these challenges, the plan has grown new GME (residency) programs from nine to 18 (100% increase), new fellowship programs from four to 14 (250% increase) and has also expanded the number of residents and fellows in training from 134 to 281 (110% increase). The Graduate Medical Education (GME) Committee's executive team will review the progress on the Ten-Year Plan

REFERENCE MATERIALS
AUGUST 12-13, 2026

throughout this year to assure that programs continue to advance.

The GME Committee has coordinated implementation of the Ten-Year Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

PROPOSAL

The GME Report provides insights into the progress being made on the coordinated implementation of the Ten-Year Plan, including the assessment and evaluation of progress toward desired outcomes associated with expanding the delivery of medical care across the state.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Graduate Medical Education Committee has made adjustments in the last several years due to the limitations of resources that occurred with the COVID-19 pandemic, and the Ten-Year Plan experienced some slowing in the ability to meet planned targets. Attachment 1 describes the work that the Graduate Medical Committee has achieved from 2017 to present.

ATTACHMENTS

Attachment 1 – The Idaho 2026 Graduate Medical Education Committee Annual Report to the State Board of Education

Attachment 2 – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2026

Attachment 3 – FY2028 Budget Request – Minimal Need Request

Attachment 4 – FY2028 Budget Request – Alternative Request

Attachment 5 – Table of Idaho GME Programs with Current and Proposed Residents and Fellows

Attachment 6 – Idaho GME Program Dashboard and Metrics

BOARD ACTION

No action needed; this agenda item is for informational purposes only.

REFERENCE

December 2017	Board approved ten-year strategic plan for Graduate Medical Education.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
August 2019	Board received an update on the status of graduate medical education in Idaho and the Board's ten-year graduate medical education plan.
August 2020	Board received an update on the implementation of the Board's graduate medical education plan.
September 2020	Board approved revision to FY 22 budget for graduate medical education.

REFERENCE MATERIALS
AUGUST 12-13, 2026

August 2021	Board received an update on the implementation of the Board's graduate medical education plan.
August 2022	Board received an update on the implementation of the Board's graduate medical education plan.
August 2023	Board received an update on the implementation of the Board's graduate medical education plan.
August 2024	Board received an update on the implementation of the Board's graduate medical education plan.
August 2025	Board received an update of the implementation of the Board's graduate medical education plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

July 21, 2026

The Idaho 2026 Graduate Medical Education Committee Annual Report to the State Board of Education

Ted Epperly, M.D., GME Coordinator
Moe Hagman, M.D., Chairman
Lisa Nelson, M.D. Vice-Chair

EXECUTIVE SUMMARY:

The Idaho Ten-Year Graduate Medical Education (GME) Strategic Plan has been successful in expanding the number of residents and fellows and, ultimately, Idaho's physician workforce. This success is the result of continuous, sustained efforts among many partners committed to increasing the number of physicians in Idaho. This report summarizes some of our shared accomplishments and includes our FY 2028 budget request, which builds on these past successes.

1. Introduction: Idaho's Investment in Graduate Medical Education Has a Proven Return

The Idaho Legislature and Governor have made a sustained, strategic commitment to Graduate Medical Education (GME). That investment is paying great dividends for Idaho patients, communities, and our long-term physician workforce.

For Fiscal Year 2027, the State of Idaho appropriated **\$13,907,000** to support Graduate Medical Education. That appropriation currently funds **299 residents and fellows** in training across Idaho, with an average state investment of approximately **\$46,512 per resident or fellow per year**. Said differently, Idaho added 299 training physicians into its pipeline for less than \$50,000 in taxpayer funding each year.

The per-resident state cost tells only part of the story. Under the GME Strategic Plan's cost-sharing model, the state funds one-third of total training costs while partner institutions and health systems contribute the other two-thirds. This means the state's \$13.9 million appropriation **leverages an additional \$28+ million** in matching investment from Idaho's hospitals, health systems, and academic partners. This collaborative effort generates more than \$42 million in GME investment annually to support Idaho's physician pipeline.

The return on our investment in GME is measurable and significant:

- Residents and fellows provide direct patient care today. Residents and fellows serve at Federally Qualified Health Centers (FQHCs), Community Health Centers, and other underserved sites across Idaho, expanding access to care for patients who might otherwise go without.
- Our training programs build Idaho's physician workforce for tomorrow. More than 50% of Idaho GME graduates go on to practice medicine in Idaho, and more than 30% serve in rural or urban underserved communities.
- The Strategic Plan has driven meaningful progress. Since 2016, Idaho has climbed from 49th to 45th nationally for primary care physicians per capita and ranks 3rd in the U.S. for GME growth since 2010.
- Idaho's graduate medical education programs are excellent training environments. Each program meets accreditation standards, maintains 100% fill rates from competitive national applicants, and achieves high board certification pass rates.
- Each physician retained in Idaho returns approximately \$1.2 M to Idaho's economy. Therefore, the ROI for each retained physician is 17:1.

Idaho's GME appropriation is one of the state's highest-leverage investments in public health. It generates immediate care for underserved Idahoans while systematically building the physician workforce Idaho needs for decades to come. This Annual Report documents continued progress toward the goals of the Ten-Year GME Strategic Plan and presents the FY 2028 budget request to sustain and expand that momentum.

The FY 2028 budget request is the logical next step in our unbroken record of success. The \$1,260,000 request for FY 2028 will support the addition of 18 new residents and fellows. It will bring two new programs to full strength and will make a long-overdue inflationary adjustment to the state's cost-sharing portion. This adjustment ensures that Idaho's hospital and academic partners can sustain the collaboration that has made our GME programs thrive. It will strengthen the partnerships, accreditations, and institutional momentum that took nearly a decade to build.

2. A Successful Eight Years

The Ten-Year GME Strategic Plan was approved by the Idaho State Board of Education on December 5, 2017. The State Board of Education also reviewed and approved the Plan's midpoint update and progress on February 16, 2023, by unanimous vote. Over the past eight years, the Strategic Plan has grown the number of residency¹ programs from 9 to 18 (100% increase) and the number of fellowship² programs from 4

¹ A residency is the initial 3-7 year of practical training a doctor receives after graduating from medical school.

² Fellowships provide additional subspecialty training after completing residency (e.g. Sports Medicine, Cardiology, Geriatrics, Family Medicine Obstetrics, etc).

to 16 (300% increase). Overall, this represents an increase in residents and fellows in training from 134 to 299 (123% increase).

With this growth, Idaho has climbed from 49th to 45th in the United States for the number of primary care physicians per 100,000 people.³ Additionally, Idaho has improved from 49th to 47th for the number of GME resident physician positions per 100,000 people.⁴ In fact, Idaho's increase in residents and fellows in ACGME-accredited programs from 2010 to 2024 places the state 3rd in the United States for GME growth.⁵ This is an accomplishment the State and its GME stakeholders can, and should, be proud of.

Furthermore, all programs meet accreditation standards, have 100% resident position fill rates, and maintain high Board certification pass rates. Most programs have retained over 50% of their graduates to practice in Idaho. Additionally, most programs have 30% or more of their graduates practicing in rural and urban underserved communities in Idaho.

Today, graduate medical education in Idaho consists of 10 Family Medicine residency programs, 2 Internal Medicine residency programs, 4 Psychiatry residency programs (including 1 in Child Psychiatry), 1 Pediatric residency program and 1 Preliminary year residency program. Additionally, there are a total of 16 fellowships (2 fellowships in Musculoskeletal Medicine, Obstetrics, Geriatrics, Hospitalist Medicine, Wilderness Medicine, HIV Medicine, Addiction Medicine, 2 fellowships in Rural Health, 2 fellowships in Behavioral Health/Primary Care Psychiatry, Faculty Development, Complex Cranial Neurosurgery and 2 chief resident fellowships in Internal Medicine and Pediatrics).⁶

The Strategic Plan calls for a buildout to 21 core residency programs with 389 residents and fellows in training each year.⁷ When the plan was developed, Idaho ranked 49th in the nation for the number of primary care physicians per 100,000 population and 49th for the number of GME resident positions per 100,000 population. As referenced earlier, Idaho has now advanced from 49th to 45th for the number of primary care physicians per capita and from 49th to 47th for the number of GME residents per capita.⁸

³ *U.S. Physician Workforce Data Dashboard 2024 State Physician Work Force Data Report -AAMC – January 2024*

⁴ Ibid.

⁵ Ibid.

⁶ See attachment 1.

⁷ *2017 Idaho Graduate Medical Education Ten-Year Strategic Plan; <https://boardofed.idaho.gov/board-facts/board-planning/graduate-medical-education-gme-in-idaho-10-year-plan/>*

⁸ *U.S. Physician Workforce Data Report - Association of American Medical Colleges (AAMC) 2024 State Physician Work Force Data Report – January 2024*

However, the rapid growth and aging of Idaho's population threaten to push Idaho back to last in all categories, and our continued success and progress is not assured. For example, with the recent and significant increase in Idaho's population, our state has slipped back to 50th for the number of active physicians per 100,000 population.⁹

3. Fiscal Year 2027 Funding

With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the approved FY 2027 budget of \$900,000, funds 15 new residents and fellows and will continue to build out two new residency programs, support one new fellowship and add one new Family Medicine program in the next year.

7 of these 15 new positions are in Family Medicine, 7 are in Psychiatry, and 1 in Family Medicine-Obstetrics. These new resident positions are in the communities of Pocatello, Rupert, Burley, and Nampa.

4. Current Location of Idaho GME Programs and Idaho's Resident Physicians

Please refer to Attachments 1 and 3 to see where our current Idaho GME programs, residents and fellows are located. Please note that colors in green represent the 299 current residents and fellows in place as of the FY 2027 budget, and those in red represent the 18 new residents and fellows anticipated in FY 2028. This will bring the total to 317 by July 1, 2027, as noted in red. This growth places Idaho well on its way to the anticipated goal of 389 physicians in training by the end of the Ten-Year GME plan. As noted earlier, this investment in GME by the State of Idaho ranks 3rd in the U.S. in terms of the percent increase in GME positions and helps Idaho in closing the physician work force gap.

5. Measuring Performance and Holding Programs Accountable

The Idaho Ten-Year GME Strategic Plan includes meaningful metrics which hold programs accountable for performance and help to measure progress. The Idaho Graduate Medical Education Committee (GMEC) tracks these metrics in a dashboard, which is updated yearly as part of the annual report.¹⁰ Please see attachment 4.

The dashboard shows that all of Idaho's GME programs have 100% fill rates among the thousands of applicants seeking admission. Almost all programs exceed the rolling five-year average for the percentage of physicians retained in Idaho (greater than 50%) and in having greater than 30% of their graduates serve in rural or in urban underserved Idaho, which fills a great need. Some of the programs are new and will take several

⁹ *Ibid.*

¹⁰ See attachment 4.

years to achieve their five-year rolling averages. Finally, as noted on the dashboard, all programs are of high quality, and all exceed the threshold for success in board certification pass rates, as measured by a five-year rolling average.

6. New GME Programs on the Near Horizon

The Graduate Medical Education Committee is committed to fulfilling the directive it received from the Legislature in HB 333 (2025) to prioritize OB/GYN care as part of the broader training of Family Medicine physicians. We developed a Family Medicine Obstetrical (FM-OB) fellowship in Pocatello to partner with the FM-OB Fellowship in Boise to help meet this need.

Additionally, there are 6 new programs currently in development. The first 2 of these programs are under the Mountain States Institute of Graduate Medical Education and Research (MSI). MSI is working with Saint Alphonsus Health System to develop Internal Medicine programs in Boise and a Transitional Year Internship program in Nampa. These programs are still 2-3 years out from beginning and are not yet accredited by the ACGME. Idaho Falls Community Hospital in Idaho Falls is proposing 1 new Family Medicine program to begin in FY 2029 and an Internal Medicine program in the near future. Additionally, 2 new rural programs (1 at Full Circle Health in Emmett and a rural Family Medicine program in Moscow) are under development. The Full Circle Health Program in Emmett has received ACGME accreditation.

Further on the horizon are considerations for a General Surgery residency, an Emergency Medicine residency, and potential additional rural residency programs in southeast Idaho, as well as several new fellowships, including those in Family Medicine-Obstetrics.

7. The Rural Health Transformation Program — A Once-in-a-Generation Opportunity

Congress created the Rural Health Transformation Program (RHTP) as part of the One Big Beautiful Bill Act, directing \$50 billion in national funding to strengthen rural health care. Idaho is dedicating \$8 million per year for 5 years to enhancing Graduate Medical Education.

The GME Committee is working with the State Board of Education and our health system partners to develop a plan to use RHTP funds to expand existing residency programs, launch new ones, and build the coordination infrastructure needed to make rural training sustainable. Idaho will gain more residents and be able to strategically place residents and fellows in rural hospitals and clinics in ways that individual programs cannot sustain on their own.

This investment now carries no new burden on the state general fund. For five years, RHTP has been 100% federally funded. Eventually, this funding will end, but the infrastructure will remain and can be self-sustaining. The gain in residency spots will be worthy of state support, with proven track records of rural service and placement. The GME committee's goal is straightforward: build residency programs strong enough that their results earn their own continuation long after federal dollars sunset.

8. Fiscal Year 2028 Budget Request

Overview

For fiscal year 2028, the Graduate Medical Education Committee is submitting a budget request for 18 new residents and fellows, funded by the State Board of Education, totaling \$1,260,000. This funding includes the continued development of the Family Medicine residency in Nampa. Additionally, this request includes funding for a Pediatric Chief Resident fellowship in Boise and a Neurosurgery Fellowship in Boise. This funding also completes the buildout of the Eastern Idaho UU/ISU Child Psychiatry with 5 funded fellows.

Catching up to Inflation

The Graduate Medical Education Strategic Plan has been successful because it is a true collaborative effort between the State, and many partners, and key stakeholders in the medical community. Every residency and fellowship reflects this valued partnership, with the state paying 1/3 of the total cost for residents' salaries, training costs, liability insurance, and payment for the time of the doctors overseeing the residents' and fellows' work. When the Graduate Medical Education Strategic Plan was first implemented, the cost of training an individual resident was approximately \$180,000 per resident per year. While the state's portion of this total has remained fixed since the Ten-Year GME Plan's inception in 2017, the total cost of residencies has increased, reflecting broader increases in healthcare costs. The average annual cost to train an individual resident is now approximately \$210,000.

For several years, Idaho's partners have been bearing the burden of the State's share of these costs. This situation is increasingly untenable. An inflationary adjustment to the State's share of residency and fellowship costs is needed to maintain the partnerships that have been so successful in achieving the goals of the Strategic Plan. The FY 2028 request reflects the State contribution for this inflation-adjusted, per-resident/fellow cost to \$70,000 per resident and fellow.

Moving Forward and Building on Success

The Idaho GMEC is requesting an exception to the Governor's "Maintenance of Current Operations (MCO) only" directive for our proposed FY2028 budget.

Despite eight years of hard-won progress, **Idaho has already slipped back to 50th in the nation for the number of active physicians per 100,000 population** because of our recent and significant increase in Idaho's population. The rapid growth and aging of Idaho's population threaten to push Idaho back to last in all categories.

Idaho cannot afford to stand still while the competition for physicians intensifies nationwide. Even a maintenance-only budget loses the ground that this state has fought so hard to gain. Please allow continued investment in building out Idaho's GME infrastructure.

GME has always used a cost-sharing model that has always stretched every state dollar, and we actively pursue every available avenue of outside support. As federal dollars return to the state through programs such as the Rural Health Transformation Program, GME will maximize those investments as well. Our job is to ensure they buy the greatest possible health gain for Idaho's communities. We look forward to reporting on that progress next year.

Building a physician workforce for Idaho's future is a multi-year process involving many partners, including the State of Idaho. The results documented throughout this report speak for themselves, and they are proof that this investment works. A break in this process, even a temporary one, will have long-term ripple effects on the continued development and sustained success of Idaho's GME programs. We hope Idaho's decision-makers will support continued growth in graduate medical education and this budget request.

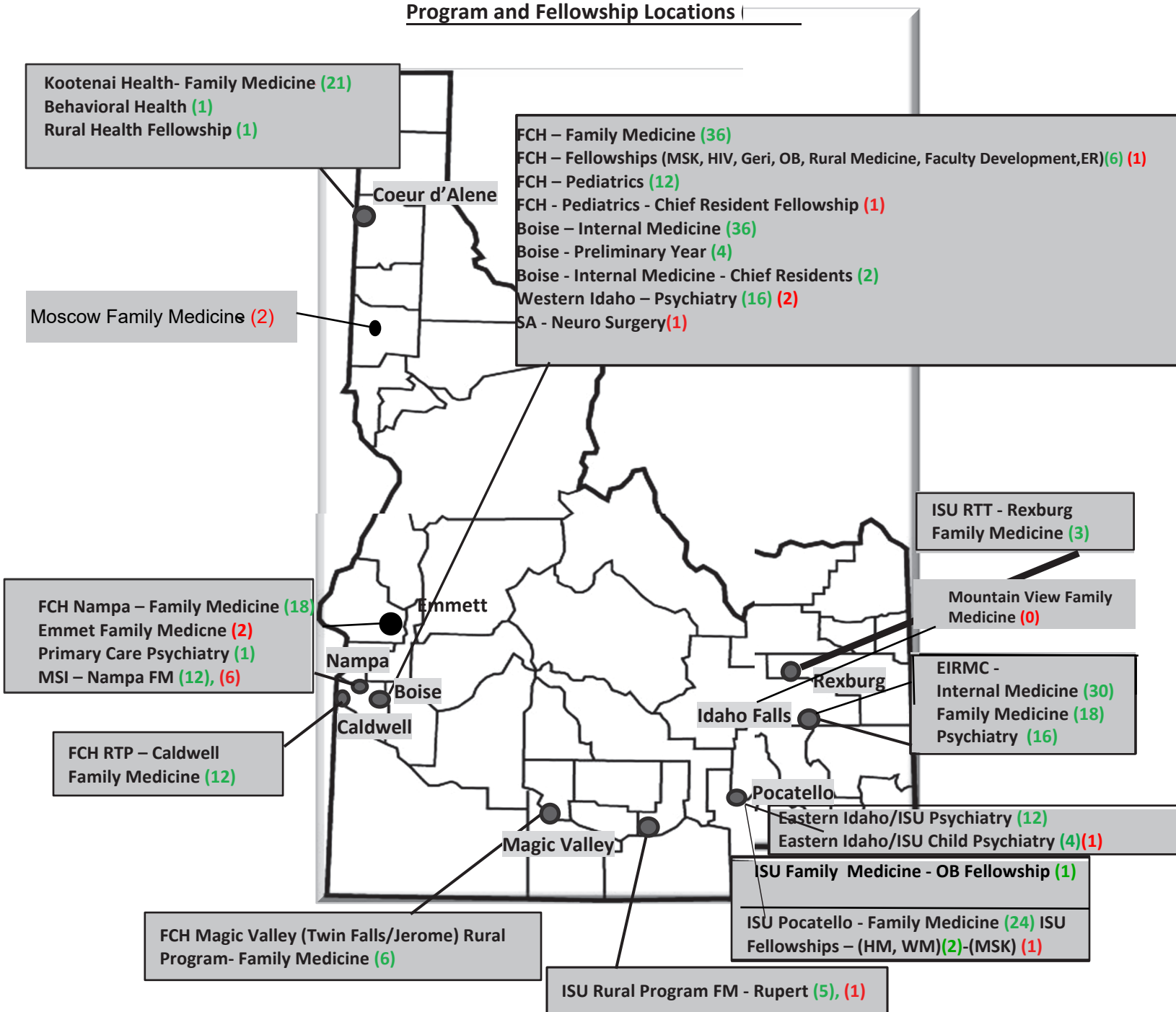
9. Summary

Governor Little, the Idaho Legislature, the Joint Finance and Appropriations Committee, the Idaho State Board of Education, the Idaho Medical Association, the Idaho Academy of Family Physicians, the Idaho Hospital Association, and many other community partners deserve a round of thanks and congratulations for their foresight and dedication in improving medical education and, ultimately, an increase in the physician workforce and quality medical care for the people of Idaho.

We ask for your support as we combine our efforts with the Rural Health Transformation Program to build on our mutual success!

Attachment One – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2026

Program and Fellowship Locations



Current Resident and Fellows in Idaho as of July 1, 2026 = 299

Potential New Residents and Fellows in Idaho as of July 1, 2027 = 18

Total Number of Residents and Fellows if FY 2027 budget for new Residents and Fellows Approved = 317

**REFERENCE MATERIALS
AUGUST 12-13, 2026**

ATTACHMENT 3

Attachment Two

Idaho Graduate Medical Education Committee /Draft SBOE FY 2028 Budget Request (July 2026)

Ten Year GME FY 2028 Budget Increase Request								
Program	Current Funding per FTE	Existing Residents/Fellows (FY2027)		New Residents / Fellows (FY 2028)		Other		Total FY 2028 Requested Funding Increase
		FTEs	Keep current FTEs	FTEs	Funding at \$70,000	FTEs		
<u>Full Circle Health</u>	\$ 42,000							
Boise Family Medicine		36						
Caldwell FM Rural Training Track		12					-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Emmett Rural Family Medicine				2	140,000			140,000
Boise Pediatrics		12						
Pediatrics Chief Resident		0		1	70,000			70,000
Fellowships (MSK, HIV, GER, OB, RM, PcP, Facutly Development, ER)		7		1	70,000			70,000
Total		91		4	\$ 280,000			\$ 280,000
<u>Idaho State University</u>	\$ 42,000							
Pocatello Family Medicine		24						
Fellowship (WM, HM, MSK, OB)		3		1	\$ 70,000			\$ 70,000
RTT Rexburg Resident		3			-		-	-
RTP Rupert / Burley		5		1	70,000			70,000
Total		35		2	\$ 140,000		\$ -	\$ 140,000
<u>Kootenai</u>	\$ 42,000							
Coeur d'Alene Family Medicine		21						
Moscow Rural FM				2	\$ 140,000			\$ 140,000
FM/Behavioral Health Fellowship		1						
Rural Fellowship		1						
Total		23		2	\$ 140,000			\$ 140,000
<u>Boise Internal Medicine</u>	\$ 22,000							
Boise Internal Medicine		36						
Preliminary Year Intern Program		4					-	-
IM Chief Resident		2						
Total		42					-	
<u>Western Idaho Psychiatry</u>	\$ 49,725							
Boise Core Program		16		2	\$ 140,000			\$ 140,000
Total		16		2	\$ 140,000			\$ 140,000
<u>Eastern Idaho Regional Medical Center</u>	\$ 50,000		(Already funded above \$45K)					
Internal Medicine		30						
Family Medicine		18						
Psychiatry		16						
Total		64						
<u>Eastern Idaho / ISU/Psychiatry</u>	\$ 60,000		(Already funded above \$45K)					
UU/ISU Psychiatry		12						
UU/ISU Child Psychiatry		4		1	\$ 70,000			\$ 70,000
Total		16		1	\$ 70,000			\$ 70,000
<u>MSIGMER / SA'S</u>								
Family Medicine - Nampa (MSI)		12		6	\$ 420,000			\$ 420,000
Neurosurgery Fellowship (SA'S)		0		1	\$ 70,000			\$ 70,000
Total		12		7	\$ 490,000			\$ 490,000

Idaho Graduate Medical Education Committee /Draft SBOE FY 2028 Budget Request (July 2026)

Ten Year GME FY 2028 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2027)		New Residents / Fellows (FY 2028)		Other		Total FY 2028 Requested Funding Increase
		FTEs	Keep current FTEs	FTEs	Funding at \$70,000	FTEs		
<u>Mountain View Hospital (Idaho Falls)</u>								
Family Medicine		0						
	Total	0						
Grand Total		299		18	\$ 1,260,000			\$ 1,260,000

Attachment Two Alternative

Bare Bones - Alternative

Idaho Graduate Medical Education Committee /Draft SBOE FY 2028 Budget Request (July 2026)

Ten Year GME FY 2028 Budget Increase Request								
Program	Current Funding per FTE	Existing Residents/Fellows (FY2027)		New Residents / Fellows (FY 2028)		Other		Total FY 2028 Requested Funding Increase
		FTEs	Keep current FTEs	FTEs	Funding at \$70,000	FTEs		
<u>Full Circle Health</u>	\$ 42,000							
Boise Family Medicine		36						
Caldwell FM Rural Training Track		12					-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Emmett Rural Family Medicine								
Boise Pediatrics		12						
Pediatrics Chief Resident		0						
Fellowships (MSK, HIV, GER, OB, RM, PcP, Facutly Development, ER)		7						
Total		91						
<u>Idaho State University</u>	\$ 42,000							
Pocatello Family Medicine		24						
Fellowship (WM, HM, MSK, OB)		3						
RTT Rexburg Resident		3			-		-	-
RTP Rupert / Burley		5		1	70,000			70,000
Total		35		1	\$ 70,000		\$ -	\$ 70,000
<u>Kootenai</u>	\$ 42,000							
Coeur d'Alene Family Medicine		21						
Moscow Rural FM								
FM/Behavioral Health Fellowship		1						
Rural Fellowship		1						
Total		23						
<u>Boise Internal Medicine</u>	\$ 22,000							
Boise Internal Medicine		36						
Preliminary Year Intern Program		4					-	-
IM Chief Resident		2						
Total		42						
<u>Western Idaho Psychiatry</u>	\$ 49,725							
Boise Core Program		16						
Total		16						
<u>Eastern Idaho Regional Medical Center</u>	\$ 50,000		(Already funded above \$45K)					
Internal Medicine		30						
Family Medicine		18						
Psychiatry		16						
Total		64						
<u>Eastern Idaho / ISU/Psychiatry</u>	\$ 60,000		(Already funded above \$45K)					
UU/ISU Psychiatry		12						
UU/ISU Child Psychiatry		4		1	\$ 70,000			\$ 70,000
Total		16		1	\$ 70,000			\$ 70,000
<u>MSIGMER / SA'S</u>								
Family Medicine - Nampa (MSI)		12		6	\$ 420,000			\$ 420,000

Idaho Graduate Medical Education Committee /Draft SBOE FY 2028 Budget Request (July 2026)

Ten Year GME FY 2028 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2027)		New Residents / Fellows (FY 2028)		Other		Total FY 2028 Requested Funding Increase
		FTEs	Keep current FTEs	FTEs	Funding at \$70,000	FTEs		
Neurosurgery Fellowship (SA'S)		0						
Total		12		6	\$ 420,000			\$ 420,000
<u>Mountain View Hospital (Idaho Falls)</u>								
Family Medicine		0						
Total		0						
Grand Total		299		8	\$ 560,000			\$ 560,000

**Attachment Three – Table of Idaho GME Programs with Current and
Proposed Residents and Fellows (2026)**

	Existing Residents / Fellows (July 1, 2026)	New Residents / Fellows (July 1, 2027)	Other (July1, 2027)
<u>Full Circle Health</u>			
Boise Family Medicine	36		
Caldwell FM Rural Training Track	12		
Magic Valley FM Rural Training Track	6		
Nampa Family Medicine	18		
Emmett Rural Family Medicine		2	SBOE
Pediatrics (Boise)	12		
Pediatrics (Boise) – Chief Resident – New		1	SBOE
Fellowships (MSK, HIV, GER, Rural, PCP, Faculty Development, Rural ER)	7	1	SBOE
Total	91	4	SBOE
<u>Idaho State University</u>			
Pocatello Family Medicine	24		
Fellowships (HM, WM, OB) (MSK - New)	3	1	SBOE
RTT Rexburg Resident	3		
RTP Rupert	5	1	SBOE
Total	35	2	SBOE
<u>Kootenai</u>			
Coeur d/Alene Family Medicine	21		
Moscow Rural Family Medicine		2	SBOE
FM/Behavioral Health Fellowship	1		
FM/Rural Fellowship	1		
Total	23		
<u>Boise Internal Medicine</u>			
Boise Internal Medicine	36		
Preliminary Year Intern Program	4		
IM Chief Resident	2		
Total	42		
<u>Western Idaho Psychiatry</u>			
Boise Core Program	16	2	SBOE
Total	16		
<u>Eastern Idaho Regional Medical Center</u>			
Internal Medicine	30		
Family Medicine	18		
Psychiatry	16		
Total	64		
<u>Eastern Idaho / ISU / Psychiatry</u>			
UU/ISU Psychiatry	12		

UU/ISU Child Psychiatry	4	1	SBOE
<i>Total</i>	16		
<u>MSIGMER / SA'S</u>			
Family Medicine – Nampa	12	6	SBOE
Neurosurgery		1	SBOE
<i>Total</i>	12	7	SBOE
<u>Mountain View – Idaho Falls</u>			
Family Medicine			
<i>Total</i>			
<u>Family Medicine – OB Fellowship</u>			
<i>Total</i>			
Grand Total	299	18	SBOE

REFERENCE MATERIALS
AUGUST 12-13, 2026

ATTACHMENT 6

Idaho Graduate Medical Education (GME) Program Dashboard and Metrics
Report to SBOE from GME Committee – Dashboard – 2026

Program	First Grad Class	100% Fill Rate for Incoming Class	ACGME Accredited	Graduates Practicing in Idaho as Measured by Rolling 5-year Ave ≥50% - Fam Med ≥40% - Int Med/Peds ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	Graduates in Continued Fellowship training outside of Idaho *	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		Graduates Practicing OB in Idaho as Measured by Rolling 5-year Average	Number of Med Student Rotations Where Residents/ Fellows Teach per Year	≥80% Board Certification based on Rolling 5-year Average for First-Time Test Takers
						Rural**	Urban Underserved#			
Full Circle – Boise FM	1976	100%	Yes	26 of 58 / 45%	9	13 of 26 / 50%	13 of 26 / 50%	21 of 26 / 81%	56	100%
Full Circle – Fellowships	1999	57%	Yes	14 of 31 / 45%	NA	4 of 14 / 29%	8 of 14 / 57%	6 of 14 / 43%	NA	NA
Full Circle – Caldwell FM	1998	100%	Yes	8 of 17 / 47 %	1	2 of 8 / 25 %	6 of 8 / 75 %	3 of 17/18%	43	100%
Full Circle – Magic Valley Family Medicine RTT	2012	100%	Yes	9 of 9 / 100%	0	5 of 9 / 56%	2 of 9 / 22%	4 of 9/ 44%	6	100%
Full Circle – Nampa FM	2022	100%	Yes	19 of 29 / 66%	0	4 of 19 / 21%	13 of 19/ 68%	4 of 19 / 21%		100%
Full Circle – Pediatrics	2026	100%	Yes	2 of 4 / 50% (1 year of data)	0	0 of 2 / 0% (1 year of data)	0 of 2 / 0% (1 year of data)	NA	21	No data yet
ISU – Pocatello Fam Med	1994	100%	Yes	20 of 36 / 56%	1	11 of 20 / 55%	9 of 20 / 45%	5 of 20/ 25%	18	100%
ISU – Rexburg RTT	2022	100%	Yes	4 of 5 / 80%	0	0 of 4 / 0%	4 of 4 /100%	2 of 4/ 50%	2	100%
Kootenai Family Med	2017	100%	Yes	17 of 32 / 53%	2	6 of 17 / 35%	11 of 17 / 65%	3 of 17 / 18%	6	100%
Boise Internal Medicine	2014	100%	Yes	23 of 45 / 51%	7	0 of 23 / 0%	2 of 23/ 9%	NA	54	88% (national ave 88%)
Boise Addiction Med	2022	0%	Yes	1 of 6 / 17%	0	0 of 0 / 0%	1 of 1 / 100%	NA	0	100%
Western Idaho Psychiatry	2010	100%	Yes	10 of 18 / 56 %	1	1 of 10 / 10%	9 of 10 / 90%	NA	25	100% (national ave 90%)
EIRMC Internal Medicine	2021	100%	Yes	5 of 41 / 12%	9	0 of 5 / 0%	1 of 5 / 20%	NA	40	65% (national ave 88%)
EIRMC Family Medicine	2023	100%	Yes	12 of 22 / 55%	0	1 of 12 / 8%	3 of 12 / 25%	1 of 12 / 8%	48	96% (4 years of data)
EIRMC Psychiatry	2026	100%	Yes	1 of 2 / 50% (1 year of data)	2	0 of 1 / 0% (1 year of data)	1 of 1 / 100% (1 year of data)	NA		NA
UofU/ISU Psychiatry	2024	100%	Yes	4 of 8 / 33% (3 years of data)	1	0 of 4 / 0% (3 years of data)	4 of 4 / 100% (3 years of data)	NA		83% (2 years of data; national ave 90%)
UofU/ISU Child Psych	2029	100%	Yes	NA	NA	NA	NA	NA		NA
Saint Al's/MSI Fam Med	2028	100%	Yes	NA	NA	NA	NA	NA		NA

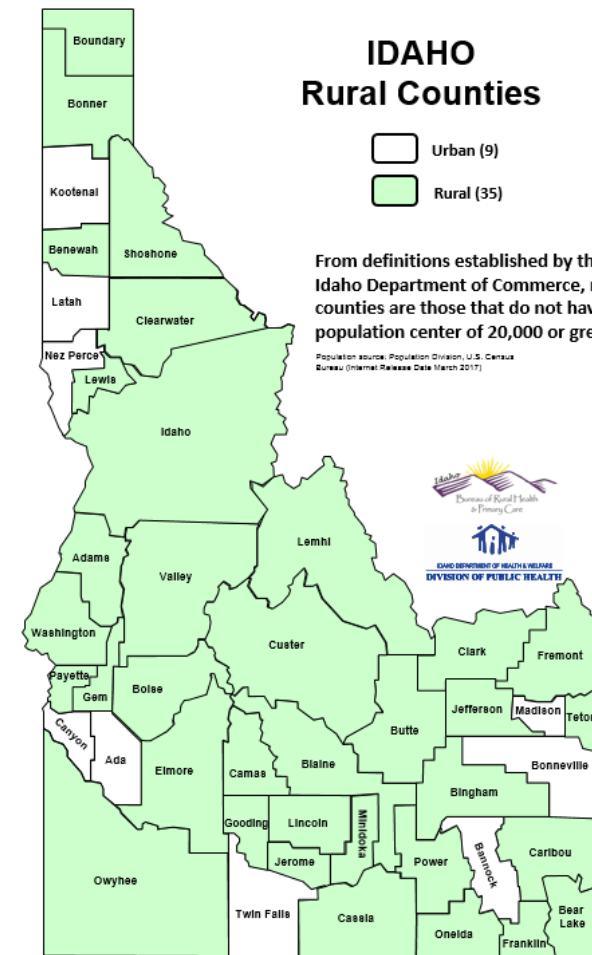
Key: Green – measure met Yellow – measure not met

*Fellowship training outside of Idaho does not count in the denominator for a program until the resident finishes fellowship training. Programs will track these fellows. If they do not return to Idaho, they will then be added to the denominator for percentage calculations.

**Definition of Rural Idaho – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).
2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.



REFERENCE MATERIALS

AUGUST 12-13, 2026

SUBJECT

Semi-Annual Report of Approved Program Requests – Information Item

BACKGROUND

Board Policy III.G. establishes two related processes for program oversight: a forward-looking planning process, the Three-Year Plan, and a companion summary of approved programs during the previous year, the Semi-Annual Report. Institutions submit a rolling Three-Year Academic and Career-Technical Education (CTE) Plan annually. Board approval of this plan authorizes institutions to develop full proposals for listed programs, which may then be approved through delegated authority (the Executive Director, Chief Academic Officer, or CTE State Administrator, depending on program type).

The Semi-Annual Report, required by Board Policy III.G.10.a, is how the board is informed of programs approved by the Executive Director, State Administrator or their designees between January 1, 2026, and June 30, 2026. It is a record of decisions already made within the parameters of the Three-Year Plan. Also included in the Semi-Annual Report is a comprehensive list of programs approved by the full Board as well as a longitudinal view of program approvals and discontinuations over the past five years, are also included for informational and contextual purposes.

PROPOSAL

The Semi-Annual Report provides insight into how institutions are responding to evolving workforce demands, student needs, and educational priorities through the development and modification of academic programs. By reviewing these approvals, the Board gains greater visibility into emerging trends, institutional innovation, and the alignment of program offerings with state workforce and economic development goals.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

For this current six-month reporting cycle, there was an increase in program requests (requests for approval as well as requests to discontinue programs) submitted for review and approval compared to the previous report shared with the Board in April 2026. This included 31 program proposals to establish new academic or career technical degree programs or discontinue existing degrees or certificates. Program discontinuations increased, with 30 reported compared to 17 in the previous cycle.

Recent program development trends across Idaho institutions show strong growth in health professions and allied health, computer and information sciences—particularly artificial intelligence—and engineering-related fields. AI programs have expanded significantly, with new offerings approved at Boise State University, the University of Idaho, and Idaho State University through multiple approval pathways. At the same time, humanities and liberal arts programs are contracting at Boise State, influenced in part by its program prioritization process. Career and Technical Education (CTE) growth is being driven largely by health and allied

REFERENCE MATERIALS

AUGUST 12-13, 2026

health programs, with Idaho State University leading much of this expansion, although North Idaho College and the College of Eastern Idaho are also discontinuing or inactivating some health-related programs. Additionally, Idaho State University and Lewis-Clark State College are expanding applied manufacturing credentials at the certificate and associate degree levels. Beyond academic program changes, several institutions including Boise State, Idaho State, Lewis-Clark State College, and the College of Eastern Idaho, are undergoing significant organizational restructuring.

To provide clearer context for the Board on how proposed certificates relate to existing programs, Board staff updated procedures requiring institutions to identify each certificate as one of the following:

- Embedded – students enroll in a degree program and earn the embedded certificate within the credit structure of their degree program
- Stackable – students complete an independent credential that is part of a sequence of credentials that can lead to a degree
- Standalone – students enroll in a certificate program to acquire a specific set of skills and it is not designed to contribute to a degree

Attachment 1 includes notations of certificate type for newly approved certificates.

Staff will provide an overview of planning processes as well as an analysis of the trends in program growth and discontinuation over a five-year period.

ATTACHMENTS

Attachment 1 – Program Planning and Review Processes

Attachment 2 – Semi-Annual Report of Approved Program Requests

Attachment 3 – Longitudinal View of Program Approvals and Discontinuations

BOARD ACTION

No action needed; this agenda item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Board Policy III.G., Postsecondary Program Review and Approval

REFERENCE

February 2025

August 2025

April 2026

Board received the semi-annual report

Board received the semi-annual report

Board received the semi-annual report

How Board Planning and Program Processes Relate

	Institution-wide	Program-specific
Forward-looking Projection	Strategic Plan (PPGA) <i>Annual</i> - Institution-wide goals; retention and completion measures. - Format set by state requirements.	3-Year Academic/CTE Plan (IRSA) <i>Annual, rolling 3-year window</i> - Board approval authorizes institutions to develop full proposals for Board review and consideration. - On annual plan: delegated authority for approval for many programs. Off-plan: special permission required. Confirmed through Semi-Annual Report.
Backward-looking Reflection	Program Prioritization (IRSA) <i>Every 5 years</i> - Institution-wide, static snapshot of all existing programs. - Can lead to reinvestment, revision, or discontinuation.	Program Review (IRSA) <i>4–6 years post-approval (varies by degree level)</i> - One-time check of a specific program against its original enrollment/graduate projections. - No further downstream step.

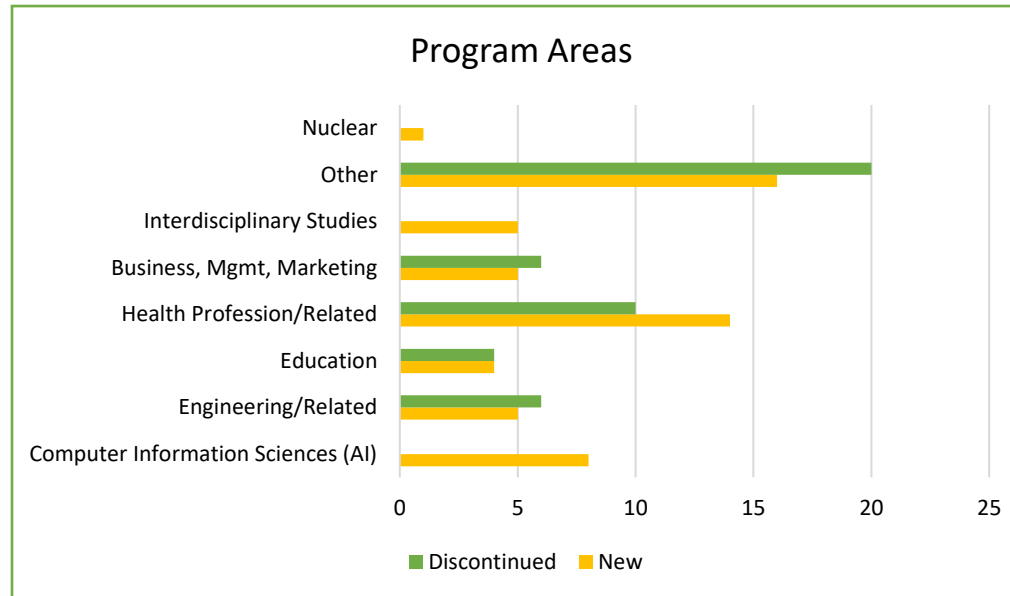
The program-specific pipeline (top-right → bottom-right)

3-Year Plan	Program review and approval	Semi-Annual Report	Program Review
Authorizes on-plan programs for proposal development	Board or delegated (CAO/Exec. Director/CTE Administrator)	Every 6 months; lists all approved programs in time frame, including delegated approvals	4–6 years later; enrollment and graduate projections

Notes

- The Strategic Plan provides institutional context for the Three-Year Plan but is very different in scope (institution-wide, not program-specific) and not a direct sequential input.
- Program Prioritization findings can inform future Three-Year Plans, but the two processes run on independent cycles.

Semi-Annual Report of Approved Program Requests January 2026 through June 2026



Overall Trends

- Program growth was in health professions/related fields, computer information sciences (AI), and engineering/related areas.
- Artificial Intelligence is growing. AI programs were approved for several institutions (BSU, UI, ISU) through multiple pathways.
- Humanities and liberal arts are contracting for Boise State, which was partly driven by their program prioritization process.
- Health and allied health are expanding on the CTE side. ISU is leading much of the new CTE growth.
- NIC and CEI are simultaneously discontinuing or inactivating some health programs.
- ISU and LCSC are both building out applied manufacturing credentials at the certificate and associate degree level.
- While not depicted here, organizational restructuring is widespread for several institutions (BSU, ISU, LCSC, and CEI)

List of Academic Program and Unit Requests Approved by Executive Director or Designee

INST.	Request Type	Program Title	Certificate Type	Date
UI	New	Artificial Intelligence	BS	4/30/2026
UI	New	Artificial Intelligence	MS MEngr	3/18/2026
ISU	New	Artificial Intelligence Sciences to include concentrations in Mathematics and Statistics and Computer Science	BS	3/10/2026
BSU	New	Digital Innovation and Design	BAS	2/6/2026
LCSC	New	Education Content Specialist – Secondary K-12	BA BS	3/16/2026
CWI	New	English – Professional Writing Emphasis	AA	1/5/2026
UI	New	Industrial and Systems Engineering	BS MS MEngr	3/10/2026
BSU	New	Political Science and Social Studies Education	BS	3/16/2026
CSI	New	Spanish for the Health Professions	AA	3/10/2026
BSU	New	Sport Management and Leadership	BS	3/16/2026
ISU	Discontinuation	General Business: Online Degree Completion	BS	1/8/2026
CSI	Discontinuation	Business Concentration	AA	1/12/2026
BSU	Discontinuation	Civil Engineering	Master's	5/4/2026
BSU	Discontinuation	College of Innovation and Design	N/A	6/12/2026
CSI	Discontinuation	Cultural Resource Management	Specialized Certificate	1/12/2026
CSI	Discontinuation	English	AA	1/12/2026
BSU	Discontinuation	English, Rhetoric and Composition	MA	5/4/2026
ISU	Discontinuation	General Business Online Degree Completion	BS	
NIC	Discontinuation	Pharmaceutical Manufacturing	AS	3/20/2026
CSI	Discontinuation	Social Science Concentration	AA	1/13/2026
BSU	Discontinuation	Technical Communication	MA	4/23/2026
BSU	Inactivation	Health Systems Management	Master's	6/10/2026
BSU	Inactivation	Humanities and Cultural Studies program - includes emphases in Business, Public Humanities, Rhetoric and Community Engagement, and Literature, Culture, and Theory; and minors in Critical Theory and Public Humanities	BA	6/4/2026
BSU	Modification	Created the Department of Strategy and Entrepreneurship by splitting the Department of Management	N/A	2/3/2026
BSU	Modification	College of Education and School of Public Service Restructure	N/A	4/8/2026
LCSC	Modification	Academic Affairs Organizational Realignment to include establishing three schools and LC State Elevate Outreach Unit	N/A	5/28/2026

List of Academic Undergraduate and Graduate Certificate Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Certificate Type	Date
UI	New	Agricultural Law (<i>Embedded Certificate</i>)	Graduate Certificate	3/5/2026
ISU	New	Applied Statistics (<i>Stand-alone Certificate</i>)	Graduate Certificate	4/1/2026
UI	New	Business Law (<i>Embedded Certificate</i>)	Graduate Certificate	3/5/2026
BSU	New	Digital Detox (<i>Embedded or Stackable Certificate</i>)	Undergraduate Certificate	1/29/2026
BSU	New	Director of Special Education (<i>Embedded or Stand-alone Certificate</i>)	Graduate Certificate	3/6/2026
UI	New	Energy Literacy (<i>Embedded Certificate</i>)	Undergraduate Certificate	1/7/2026
UI	New	Forest and Sustainable Products (<i>Embedded Certificate</i>)	Undergraduate Certificate	2/18/2026
BSU	New	Hydrologic Science (<i>Embedded Certificate</i>)	Graduate Certificate	1/26/2026
UI	New	Intellectual Property Law (<i>Embedded Certificate</i>)	Graduate Certificate	3/5/2026
ISU	New	Journalism Teaching Endorsement	Post-Bacc Certificate	6/9/2026
UI	New	Native American Law (<i>Embedded Certificate</i>)	Graduate Certificate	3/5/2026
UI	New	Outdoor Recreation Leadership (<i>Stand-alone Certificate</i>)	Undergraduate Certificate	1/8/2026
NIC	New	Professional Writing (<i>Embedded or Stand-alone Certificate</i>)	Academic Certificate	2/9/2026
BSU	New	Sport Impact (<i>Combination – Embedded, Stackable, Stand-alone</i>)	Undergraduate Certificate	1/14/2026
UI	New	Sustainability (<i>Embedded Certificate</i>)	Graduate Certificate	3/6/2026
BSU	Discontinuation	College Teaching	Graduate Certificate	3/10/2026
BSU	Discontinuation	Consulting Literacy Teacher	Graduate Certificate	3/10/2026
BSU	Discontinuation	Elementary Latin	Undergraduate Certificate	2/23/2026
BSU	Discontinuation	English Language Development Pre-K12	Graduate Certificate	2/23/2026
CWI	Discontinuation	General Education	Undergraduate Certificate	4/2/2026
BSU	Discontinuation	Health Services Leadership, Environmental Health and Social Justice	Graduate Certificate	3/10/2026
BSU	Discontinuation	Health Services Leadership, Health Promotion Through the Life Course	Graduate Certificate	3/10/2026
BSU	Discontinuation	Intermediate Latin	Undergraduate Certificate	2/23/2026
BSU	Discontinuation	Latinx Community Engagement	Undergraduate Certificate	2/23/2026
BSU	Discontinuation	Technical Communication	Graduate Certificate	3/10/2026
BSU	Inactivation	Drone Operations for Visualization, Research, and Resource Management	Undergraduate Certificate	4/23/2026
BSU	Inactivation	Early Childhood Program Administration and Leadership	Graduate Certificate	4/29/2026

List of Academic Program Requests Approved by the Board

INST.	Request Type	Program Title	Degree	Date
BSU	New	Applied Artificial Intelligence	MS	4/15/2026
ISU	New	Applied Artificial Intelligence and Online Program Fee	Specialized Certificate	2/18/2026
UI	New	Construction Management and the Built Environment	BS	4/17/2026
ISU	New	Industrial Cybersecurity and Online Program Fee	Specialized Certificate	2/18/2026
BSU	New	Project Management and Online Program Fee	Master's	2/18/2026
BSU	Modification	Health Science and Online Program Fee	BS	4/15/2026
ISU	Modification	Registered Nursing (converted from an AS and Online Program Fee)	AAS	2/18/2026

List of Career Technical Program Requests Approved by State Administrator

INST.	Request Type	Program Title	Program Type	Date
ISU	New	Advanced Emergency Management Technician	Specialized Certificate	1/15/2026
ISU	New	Barbering	BTC	1/15/2026
ISU	New	Basic Emergency Management Technician	BTC	1/15/2026
ISU	New	Certified Nursing Assistant	BTC	1/15/2026
CWI	Modification	Cloud, Security, and System Administration – changes from an ATC to an ITC	ITC	1/15/2026
CWI	Modification	Cloud, Security, and System Administration – changes from an ITC to a BTC	BTC	1/15/2026
ISU	Modification	College of Technology Administrative Reorganization	N/A	5/18/2026
ISU	Modification	Computerized Machining Technology: CNC Operator – changed from an ATC	ITC	1/15/2026
CEI	Modification	Dental Assisting (convert ITC to BTC)	BTC	6/8/2026
CSI	Expansion	Diesel Technology	BTC	2/19/2026
CEI	Modification	Diesel Technology (established as a stand-alone program)	AAS ATC ITC	6/8/2026
CEI	Inactivation	Digital Media Specialist	ITC	5/29/2026
CWI	Discontinuation	Fire Service Technology	ITC	3/19/2026
CWI	New	Game Development and Esports Management	AAS	1/23/2026
NIC	Discontinuation	Health Information Fundamentals	ITC	5/5/2026
CEI	Inactivation	Health Physics Technology	ITC	4/9/2026
LCSC	New	Health Studies	AAS	4/8/2026
CSI	Discontinuation	Hospitality Management	AAS ITC	1/15/2026
LCSC	New	Hospitality Management (merged Food and Beverage option and Front Office Management option)	ITC	2/19/2026

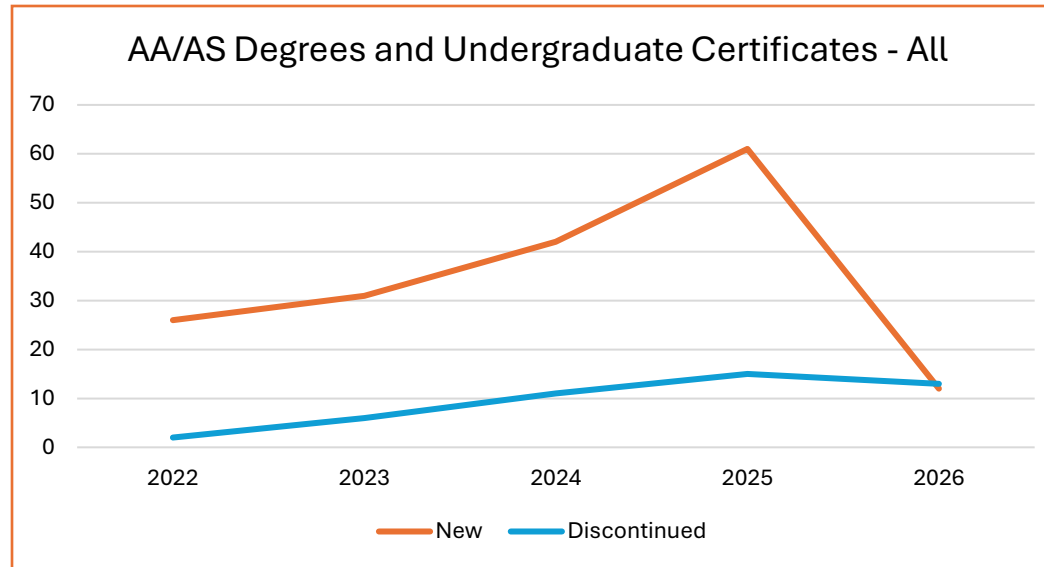
INST.	Request Type	Program Title	Program Type	Date
ISU	New	Industrial Automation Engineering Technology (consolidate Energy System Electrical Engineering Technology and Energy System Instrumentation Engineering Technology	AAS	1/16/2026
NIC	Modification	Industrial Automation and Robotics – replaced the Mechatronics program	AAS ATC ITC	2/17/2026
ISU	Modification	Industrial Controls – converted from an AAS	Specialized Certificate	1/16/2026
LCSC	New	Industrial Maintenance – Millwright	ITC	2/17/2026
ISU	New	Interactive Media Design	BTC	1/16/2026
LCSC	Discontinuation	Legal Office Technology	ITC	2/19/2026
CWI	Discontinuation	Medical Administrative Support	BTC	3/20/2026
NIC	Discontinuation	Medical Assistant	AAS ITC	3/4/2026
NIC	New	Medical Billing Fundamentals	ITC	5/5/20236
CEI	Inactivation	Medical Laboratory Technology	AAS	4/9/2026
ISU	New	Nuclear Hot Cell Manipulator Technology	ITC	1/16/2026
ISU	New	Phlebotomy Technician	BTC	1/16/2026
ISU	New	Respiratory Therapy	AAS	1/16/2026
CSI	Discontinuation	Retail Management	BTC	1/15/2026
NIC	Discontinuation	Sterile Processing Technician	BTC	3/4/2026

List of Other CTE Program Changes Notified to State Administrator

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Degree/Certificate	Date
ISU	New	Pocatello Women's Correctional Center (PWCC) Prison Education Program • General Welder (PWCC) Pocatello • Computerized Machining Technology: CNC Operator (PWCC) • Architectural Drafting (PWCC) Pocatello • Mechanical Drafting (PWCC) Pocatello • Computer Aided Design Drafting Technology (PWCC) Pocatello	ITC ITC ITC ITC ATC/AAS	5/13/2026

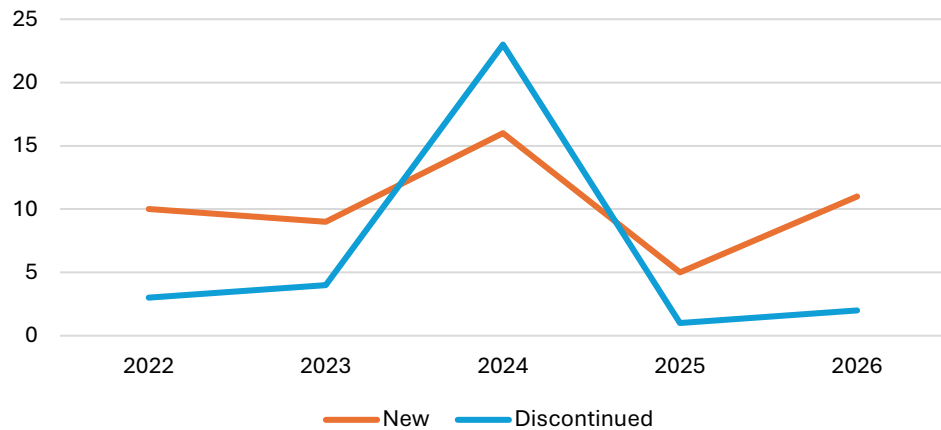
Longitudinal View of Program Approvals and Discontinuations



Overall trends:

- New approvals climbed almost every year, peaking at 61 in 2025 (more than double 2022's 26).
- Discontinuations also grew, but much more slowly, from 2 to 15 in 2025. These have remained steady for 2026.
- Growth this year was primarily in specialized and undergraduate certificates in areas of health professions/healthcare areas and associate degrees were in interdisciplinary studies and humanities.

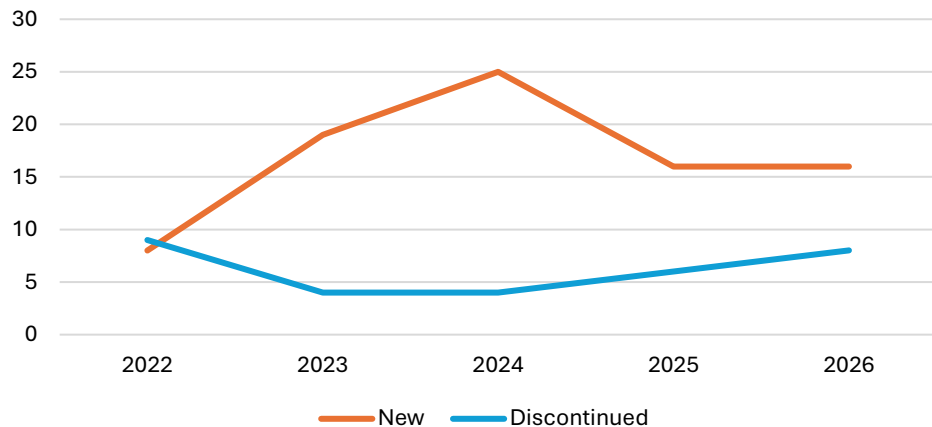
Baccalaureate Degrees - All



Overall trends:

- New approvals bounce around a moderate range (5–16/year) and without a clear trend.
- 2024 stands out sharply with 23 discontinuations — more than the other four years combined with those coming back down to 1–2 per year in 2025
- Growth this year was primarily in applied baccalaureate (3YR) and BS degrees in areas of computer information sciences (AI), engineering, education, and business-related areas.

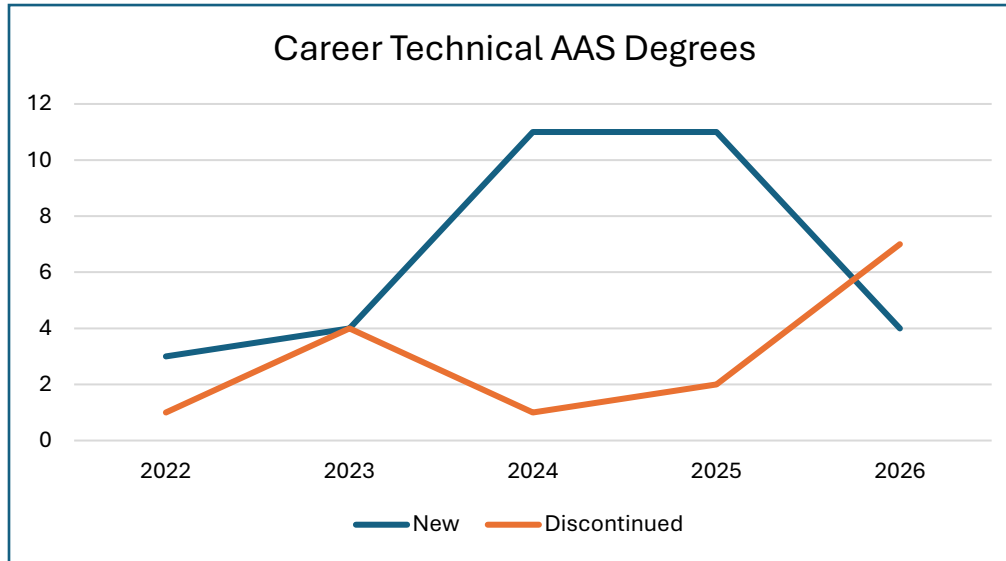
Graduate Degrees and Certificates - All



Overall trends:

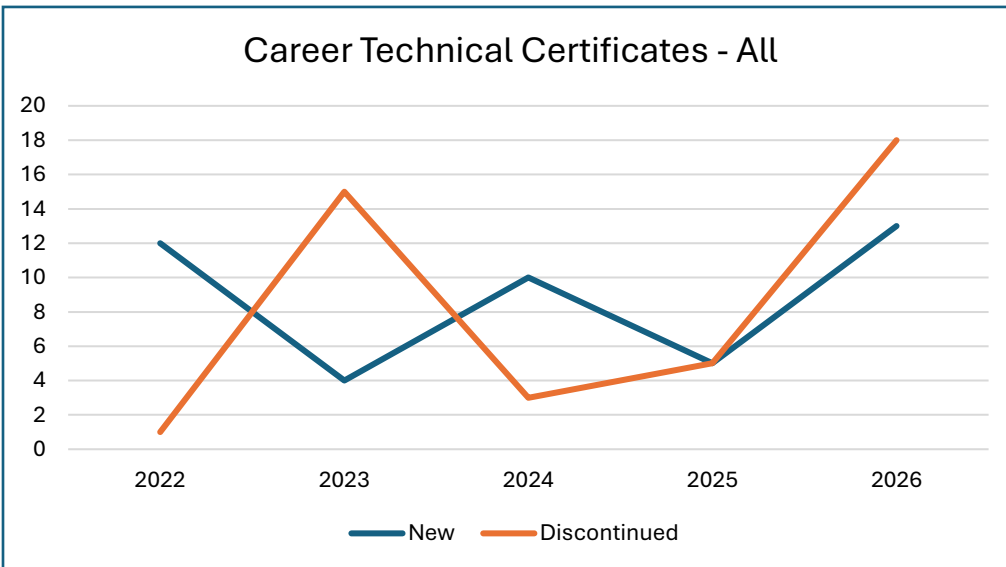
- New approvals surged from 8 (2022) to a peak of 25 (2024), then pulled back to 16 in both 2025 and 2026 — has since plateaued at a steadier rate.
- Discontinuations dropped sharply after 2022 (9 → 4 → 4) and have since crept back up (6, then 8 in 2026).
- Growth this year was primarily in graduate certificates in areas of health professions/healthcare areas, legal studies, and education related areas. Master's degrees were in areas of health professions/health care, computer information sciences (AI), engineering, and business-related areas.

Career Technical Programs



Overall Trends:

- New approvals nearly quadrupled from 2022–2023 levels (3–4/year) to 11 in both 2024 and 2025 — a genuine step-change in CTE degree investment.
- 2026's discontinuation count (7) already exceeds any full prior year except 2023, while new approvals (4) are running below the 2024–2025 pace.
- Growth this year was primarily in areas of health professions/health care and computer information sciences.



Overall Trends:

- New approvals fluctuating up and down every year (New: 12→4→10→5→13; Discontinued: 1→15→3→5→18).
- 2026's numbers are the highest discontinuation count in the five-year window (18, versus a prior peak of 15 in 2023).
- Growth this year was primarily in career technical and specialized certificates ranging in areas of health professions/health care, computer information sciences, and engineering.

REFERENCE MATERIALS
AUGUST 12-13, 2026

SUBJECT

Idaho State University Annual Report

BACKGROUND

Per Board Policy, the public institutions of higher education must provide an annual report to the State Board of Education (Board). The format and schedule of institutions' annual progress reports is determined by the Board's Executive Director.

PROPOSAL

Idaho State University is presenting the Board with the institution's annual report, including progress on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest. It informs the Board of the priorities of the Idaho State University's President and leadership and how they will be used to move the institution forward.

IMPACT

This agenda item fulfills Idaho State University's requirement for an annual report, in alignment with Board Policy I.M.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no staff comments.

ATTACHMENTS

Attachment 1 – Idaho State University Annual Report 2026

BOARD ACTION

This item is for informational purposes only.

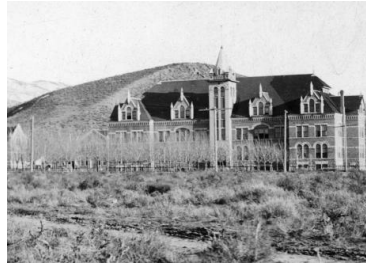
APPLICABLE STATUTE, RULE OR POLICY

Board Policy I.M.

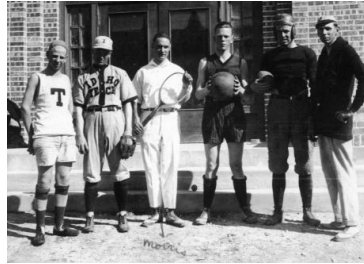




CELEBRATING 125 YEARS



Swanson Hall



Idaho Tech Sports Teams



Domestic Economy Class - 1905



Auto Mechanics Program - 1922-23

1901

Academy of Idaho
Mar. 11, 1901 Bill 53 signed
Opened on Sept. 22, 1902
Students: 70
Faculty: 4
Tuition: \$5/term

1915

Idaho Technical Institute
Two-year vocational collegiate
institute divided into two
schools:

- Technical School
- College Preparatory
School (junior college)

1927

**University of Idaho Southern
Branch**
House Bill 160 compromise lead
to status change. The branch had
4 divisions: Letters & Sciences,
Engineering, Vocational
Completion, and Pharmacy

1947

Idaho State College
Governor Robins signs bill to
establish a 4-year degree
granting institution

1963

Idaho State University
July 1, 1963 reached
university status.



ISU'S Contract *for* Idaho

- Idaho State University's **Contract for Idaho** is our promise to serve Idaho with purpose and results.
- We prepare citizens to work, lead, and strengthen their communities. Through practical education, real-world research, and service rooted in Idaho values, ISU turns public investment into public good



WE WILL TRAIN IDAHO'S WORKFORCE

FALL 2026 ENROLLMENT
INCREASED BY 6.5% TO

13,908

TOTAL STUDENTS

HEALTH PROFESSIONS
EDUCATION LEADER

65+

PROGRAMS

SUCCESS WITH
IDAHO LAUNCH PROGRAM

1,432

LAUNCH STUDENTS
ACROSS 148 PROGRAMS

TOP 5 PROGRAMS:

1. Nursing
2. Radiographic Science
3. Health Science
4. Biology
5. Dental Hygiene

IN-DEMAND WORKFORCE
DEGREES AWARDED IN 2026

+2,200

DEGREES & CERTIFICATES

In high-demand fields like health professions, business, education, engineering, computer science, and career technical education.

Total degrees awarded was over 3,300.





The Albion Institute

The Albion Center for Professional Development has evolved into the **Albion Institute**, a service unit of Idaho State University that supports academic programs and provides the infrastructure to launch, grow, and sustain non-degree educational opportunities. The Institute connects learners to knowledge and opportunities that help them start, advance, and transform their careers.

In FY26, 120,799 courses were completed.

THE ALBION INSTITUTE OFFERS

- Continuing Education
- Workforce Training Programs
- K-12 Professional Development
- Non-Degree Offerings
- Personal Enrichment



WE WILL KEEP COLLEGE ACCESSIBLE AND AFFORDABLE

NUMBER OF STUDENTS WHO ARE IDAHO RESIDENTS

88%

IN 2025-2026
ACADEMIC YEAR

11.45%

increase in students
selecting ISU as their only
choice on Apply Idaho.

LOW UNDERGRAD TUITION RATES

19%

LOWER THAN SBOE-DESIGNATED
PEER AVERAGE

+\$57 million

a total of 13,881 awards including
scholarships, discounts, and
waivers given in FY26

LAUNCHING A COMPREHENSIVE FUNDRAISING CAMPAIGN

YEAR ONE:

BUILDING THE FOUNDATION

Define campaign goals

Define campaign targets

Identify institutional priorities

Create a case for support

Develop a campaign framework &
operational plan



WE WILL SUPPORT STUDENTS FOR SUCCESS

BENGAL SUCCESS CENTER MEETS STUDENT NEEDS

8,447

STUDENTS SERVED

40,792

SERVICES PROVIDED

- Academic coaching, tutoring, and learning support
- First-year success and student transition programs
- Support for first-generation and multilingual students
- Leadership, honors, and student development programs
- Faculty development and teaching excellence programs
- TRIO programs available in Pocatello, Idaho Falls, and Twin Falls

HIGHEST RETENTION IN OUR HISTORY

74.1%

FALL 2025 RETENTION RATE

The highest retention rate the University has ever seen in its history. ISU also increased its 6-year graduation rate.

MILITARY FRIENDLY RANKINGS

3RD



MOST MILITARY FRIENDLY®
SCHOOL IN '26-'27

ISU received this **Top Ten - Gold Designation** in the Tier 2 Research Institutions category.

In addition, ISU has been recognized as a **Military Spouse Friendly School®** in the Tier 2 Research Institutions category.



One Good Decision

Idaho State University, the College of Southern Idaho, and the College of Eastern Idaho have been **selected as one of 10 recipients of a national grant from Lumina Foundation's Great Admissions Redesign initiative**, which is investing more than \$3.5 million to simplify the college admissions process and expand student access across the country.

The three institutions will receive \$450,000 to implement a direct admissions and dual-enrollment system that allows students to apply once at a community college (CSI or CEI) and automatically gain admission to ISU, while also redesigning advising and data-sharing systems to better support student success. The effort is designed to make it easier for students to navigate the path to college by creating a more seamless, student-centered experience.



WE WILL EXPAND MEDICAL EDUCATION IN IDAHO

SAM & ALINE SKAGGS HEALTH SCIENCE CENTER

- Idaho's largest public-private partnership in healthcare education
- Collaboration between Idaho State University and ICOM
- Joint faculty, research, and educational programming
- Expanding clinical opportunities across Idaho
- Strengthening Idaho's physician workforce and patient care

**DEDICATED TO HEALTH
SCIENCES RESEARCH**

\$10M

**IN HEALTH PROFESSIONS
RESEARCH**

GROWING GRADUATE MEDICAL EDUCATION

- Graduate Medical Education (GME) is key to Idaho's healthcare future
- Physicians are most likely to practice where they complete their residency
- ISU supports residency programs in family medicine and psychiatry
- More than 100 ISU-trained resident physicians have stayed to practice in Idaho
- Expanding Idaho's physician workforce through strong healthcare partnerships

BUILDING IDAHO'S WHOLE HEALTHCARE TEAM

3,000+
HEALTH SCIENCE
STUDENTS LAST YEAR

2,000
STUDENTS IN CLINICAL
TRAINING ACROSS IDAHO

886
HEALTH SCIENCES DEGREES &
CERTIFICATES AWARDED

ISU PREPARES:

Physical Therapists
Occupational Therapists
Speech-Language Pathologists
Audiologists
Radiographic Scientists

Respiratory Therapists
Medical Laboratory Scientists
Clinical Laboratory
Professionals
Health Informaticists

Dietitians
Health Educators
Dental Hygienists
Athletic Trainers

Physician Assistants
Advanced Practice Nurses
Nurses (CNA, LPN, RN)
Pharmacists
Oral Health Professionals

EXPANDING OUR FOOTPRINT IN THE TREASURE VALLEY

NURSE ANESTHETIST
PROGRAM

ICOM
AGREEMENT

A&P LAB
EXPANSION

CAMPUS
EXPANSION





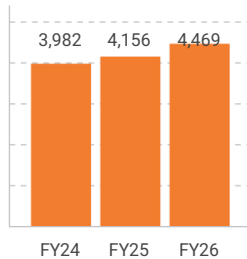
WE WILL STRENGTHEN RURAL IDAHO

SUPPORTING RURAL STUDENTS

Idaho Needs Connectivity Leading University
Distance Education (INCLUDE)

- Supports rural high school students
- Access to low-cost Dual-Enrollment
- Preparing students for post-secondary education

ISU **DUAL ENROLLMENT** GROWTH



IDAHO AREA HEALTH EDUCATION CENTERS (AHEC)

- Strengthening Idaho's rural healthcare workforce
- ISU leads AHEC participation, with 48 students supported in rural clinical rotations

INSTITUTE OF RURAL HEALTH

- Improving health in rural Idaho
- Connecting communities through service and partnerships





WE WILL POWER IDAHO'S ENERGY FUTURE

NUCLEAR OPERATIONS TECHNOLOGY PROGRAM

100% job placement for graduates over the past five years

Graduates employed at leading national laboratories and industry partners

Starting salaries range from **\$75,000–\$86,000**

Preparing a highly skilled nuclear workforce for Idaho and the nation

NEW IDAHO STATE NUCLEAR ACADEMY

Develop Idaho's nuclear workforce and leadership capacity

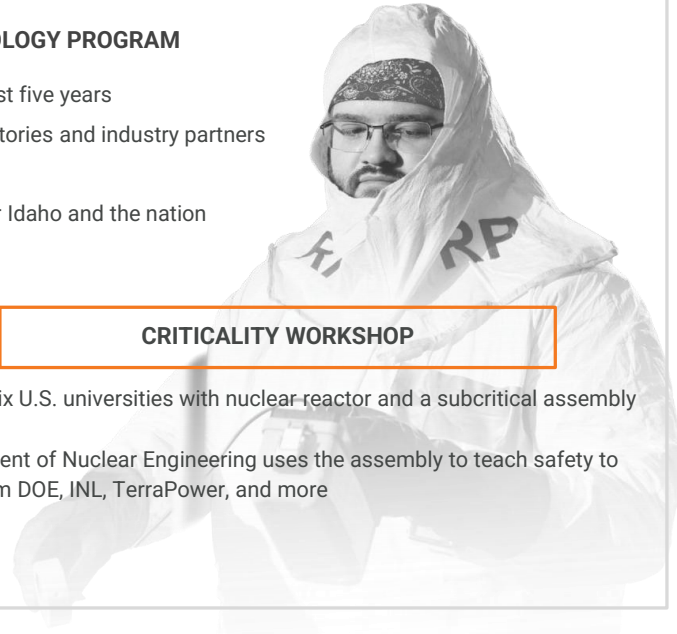
Integrating education, research and training

Partnering with INL, industry and government stakeholders

CRITICALITY WORKSHOP

One of six U.S. universities with nuclear reactor and a subcritical assembly

Department of Nuclear Engineering uses the assembly to teach safety to pros from DOE, INL, TerraPower, and more



Next Gen Nuclear Energy Technology Takes Shape at ISU

A joint proposal from Idaho State University and NuCube Energy was selected for the Nuclear Energy Launch Pad USA program, supporting the Department of Energy's efforts to accelerate advanced nuclear technologies. Through the project, **ISU will be the only university ever to host the NuCube Energy Advanced Research and Test Reactor on campus, significantly expanding nuclear science and engineering research opportunities.**

The selection provides access to federal infrastructure, technical expertise and regulatory support to advance the reactor's development, testing and deployment. ISU and NuCube will work with the U.S. Department of Energy, the National Reactor Innovation Center, tribal communities and other stakeholders throughout the project. Designed by NuCube Energy, the reactor adapts the company's 4 MWth microreactor technology, using TRISO fuel and heat pipe cooling for passive safety. The design supports training, research and technology development while demonstrating a pathway to commercial deployment.





WE WILL PARTNER, NOT COMPETE

GROWING AGREEMENTS WITH PARTNER COLLEGES

43

AGREEMENTS

Including academic partnerships
and pathway agreements with other
institutions.

21

RESEARCH AGREEMENTS

300

STUDENT TRANSFERS

From Idaho community colleges to
Idaho State University in FY25.



CAREER PATH INTERNSHIP PROGRAM

Celebrated **15 years**

11,000 ISU internships & 300+ community partners

ISU invests **\$2+ million annually**

Preparing students for careers



IDAHO FALLS ENROLLMENT

ENROLLMENT GROWTH ON THE IDAHO FALLS CAMPUS

1,170+

INCREASE IN STUDENTS TAKING
COURSES IN 2025-26

3%

INCREASE IN CREDITS COMPLETED

7,025 credits completed

5%

GROWTH

In the spring term 2026 enrollment

DEGREES OFFERED IN IDAHO FALLS

ASSOCIATE

4 ON CAMPUS

2 HYBRID

BACHELOR'S

11 ON CAMPUS

18 HYBRID

GRADUATE

12 ON CAMPUS

8 HYBRID





PROGRAM PATHWAYS

ISU & CSI 2+2		ISU & CEI 2+2
Delivered on Campus in Twin Falls and via Hybrid	Delivered Online	Delivered on Campus in Idaho Falls and via Hybrid
BS Civil Engineering	RN to BSN Bridge Program	BS Nursing
BS Mechanical Engineering	BS Finance	BS Civil Engineering
BS Elementary Education	BS General Business	BS Mechanical Engineering
BS Secondary Education	BS Healthcare Administration	BS Nuclear Engineering
Accelerated BS Nursing	BS Management	BS Software and Electrical Engineering
	BS Marketing	BS Computer Science
	BS Social Work	BS General Business
	BS Spanish	BS or BA Secondary Education
	BS Spanish for Health Professions	BS or BA Elementary Education
	Surveying and Geomatics Engineering Technology (Coming Soon)	BAS Industrial Cyber Security



WE WILL STRENGTHEN IDAHO'S ECONOMY

CENTER FOR ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT

- Hub for inventors, entrepreneurs, students, and business leaders
- Provides mentorship, resources, networking, and business support
- Helping transform ideas into successful enterprises
- Fostering innovation across Idaho

SOUTHEAST IDAHO SMALL BUSINESS DEVELOPMENT CENTER

- Supporting entrepreneurs and small businesses across southeastern Idaho
- Provides business consulting, training, and resources
- Helps businesses launch, grow, and secure capital
- Strengthening local economies and creating jobs

ISU COMMERCIALIZATION CENTER

- Helping researchers and entrepreneurs bring innovations to market
- Supports intellectual property and technology transfer
- Connects innovators with federal funding opportunities
- Turning ideas into products, companies, and economic growth



WE WILL BE ACCOUNTABLE AND TRANSPARENT

MISSION FULFILLMENT

To measure progress toward ISU's mission fulfillment and student achievement outcomes, the Office of Academic Affairs developed three publicly available dashboards focused on:

- Student Achievement and Mission
- Fulfillment: Performance Indicators
- Mission Fulfillment: Reflection and Goals
- Peer Institution Review



OPPORTUNITY ALIGNED RESOURCING

- Strategic framework for optimizing University resources
- Aligns investments with institutional priorities and opportunities
- Supports long-term growth and financial resiliency
- Helps guide ISU toward its strategic goals

18% Administrative-to-instructional cost ratio is the **lowest in the state**, directing more resources to instruction and student learning than any other Idaho institution.

FY25 BUDGET REDUCTION RESPONSE

- Academic Reorganization and Program Alignment
- Operational Efficiency and Shared Services
- Research and Innovation Transformation
- Revenue Growth and Financial Sustainability
- Strategic Workforce and Organizational Realignment
- Community, Health, and Regional Impact



WE WILL LEAD WITH INTEGRITY, SERVICE, AND BE CIVICALLY MINDED

KISU PUBLIC RADIO

- Trusted public media serving eastern Idaho
- Statewide civic engagement initiatives
- Connecting communities through dialogue
- Fostering informed and respectful conversations

STUDENT LEADERSHIP

- Leadership learned through experience
- 100+ student organizations and opportunities
- Developing skills in service, advocacy, and collaboration

SERVICE TO IDAHO

- Service-based leadership experiences
- Connecting students with community needs
- Strengthening Idaho through outreach and engagement

FRANK CHURCH SYMPOSIUM

- **55 years** of student-led civic dialogue in Pocatello
- Brings nationally recognized leaders in policy, journalism, diplomacy, and more
- Gives students and community members opportunities for meaningful conversations
- Exploring complex issues through thoughtful, civil dialogue

HEALING IN HARMONY

- Music creating connection beyond boundaries
- ISU students and prison residents unite through song
- Transforming lives through community engagement





NEW INNOVATION HUB

The Innovation Hub supports how work gets done at Idaho State University by helping move ideas forward in a clear, coordinated, and sustainable way by connecting people, ideas, and resources to support initiatives across the university

SYSTEMS & PROCESS
IMPROVEMENT

STRATEGIC
TECHNOLOGIES

CHANGE
LEADERSHIP

PROJECT
MANAGEMENT

FACULTY & STAFF
WORKPLACE TRAINING

PRODUCT & SERVICE
DEVELOPMENT



REFERENCE MATERIALS
AUGUST 12-13, 2026

SUBJECT

College of Eastern Idaho Annual Report

BACKGROUND

The Board has invited the College of Eastern Idaho to provide an annual report.

PROPOSAL

The College of Eastern Idaho is presenting the Board with the institution's annual report, including progress on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest. It informs the Board of the priorities of the College of Eastern Idaho's Board of Trustees and President and leadership and how they will be used to move the institution forward.

IMPACT

This annual report provides the Board with update regarding the College of Eastern's Idaho's priorities and progress.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no staff comments.

ATTACHMENTS

Attachment 1 – College of Eastern Idaho Annual Report 2026

BOARD ACTION

This item is for informational purposes only.

REFERENCE MATERIALS
AUGUST 12-13, 2026

SUBJECT

College of Southern Idaho Annual Report

BACKGROUND

The Board has invited the College of Southern Idaho to provide an annual report.

PROPOSAL

The College of Southern Idaho is presenting the Board with the institution's annual report, including progress on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest. It informs the Board of the priorities of the College of Southern Idaho's Board of Trustees and President and leadership and how they will be used to move the institution forward.

IMPACT

This annual report provides the Board with update regarding the College of Southern's Idaho's priorities and progress.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no staff comments.

ATTACHMENTS

Attachment 1 – College of Southern Idaho Annual Report 2026

BOARD ACTION

This item is for informational purposes only.